



Assessment tools

Facial, Neck and Décolleté

Treatment



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This work was developed as joint work of partner organisations from Germany, Spain, Italy, Cyprus and Finland conducted within the project “Enhancement of VET offers in the wellness sector” (hereinafter referred to as *Skills for Wellness*, project number 2019-1-DE02-KA202-006180).

The project *Skills for Wellness* aims to equip providers of wellness services, professionals and VET institutions with the tools to evaluate and improve own and employees’ professional skills.

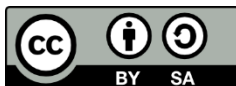


Confederación Española de
Centros de Enseñanza



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INTRODUCTION

The assessment tools are the result of the joint work of partner organisations from Germany, Spain, Italy, Cyprus and Finland conducted within the project “Enhancement of VET offers in the wellness sector” (hereinafter referred to as *Skills for Wellness*, project number 2019-1-DE02-KA202-006180). The project *Skills for Wellness* aims to equip providers of wellness services, professionals and VET institutions with the tools to evaluate and improve own and employees’ professional skills.

Background information and purpose of the assessment tools

For the development of the assessment procedure and tools the following principles / issues were taken into account:

- Development of the assessment tools in line with the individual’s needs and characteristics. The suggested assessment tools and procedure correspond to the context of the wellness sector and occupational standards covering specific fields and defined commonly by the project partnership. The occupational standards can be also found on the [website of Skills for wellness](#). The assessment tools focus on the evaluation of the competences of a person working in the wellness sector when dealing with customers or learners willing to work in this sector in the future. The following issues were attached high importance when developing the assessment procedure and tools: transversal skills related to the communication and relations with customer, response to the specific needs of customers (health issues, cultural issues etc.), use of new technologies as well as green skills.
- Assurance of validity and reliability of tools for assessment. This means that when designing the tools, interpretation and use of assessment outcomes is supported by evidence e.g. specific exercises, clear instructions for assessment, available documentation of assessment. Reliability of the tools refers to the degree of consistency and accuracy of the assessment outcomes. Both elements relate to all aspects of the competency / responsibility, integration of relevant knowledge and skills with their practical application for workplace tasks.
- Designing tools and procedure to capture and assess the learning process specific to each individual and the context in which this learning took place, including non-formal context (e.g. participation in trainings, workshops) or informal context (learning by doing in working place). This means that the individual specificity of learning outcomes requires a combination of various tools from written tests to demonstrations, practical challenges, simulations, etc.
- Clear definition of assessment in terms of procedure, tools and assessment standards for all relevant groups: current and future employees of wellness institutions, employers in the wellness sector, education institutions providing VET training in the field of wellness.

Objective of the procedure and selection of tools

The aim of the assessment developed in the project Skills for Wellness is to collect evidence or proof and make a judgement if a specific competence or skill has been acquired. The assessment procedure with tools aims to provide evidence if an individual can perform tasks; this evidence will be collected on the basis of the demonstration indicators for each learning outcome. The results of the assessment will support to setting up, e.g., a tailor-made training activity for the employees or learners, further possible development of the professional and transversal skills and competences.

For collecting or extracting evidence, following tools will be applied in the assessment procedure:

- Simulations, demonstrations, progressive tasks where individuals are placed in a situation close to real-life scenarios to have their competences assessed.

- Observations of the specific tasks performed in a real working place – the observation is done against the defined demonstration indicators.
- Evidence extracted from work or another activity, collection of physical or intellectual evidence of learning outcomes from work situations, which includes a written assignment, case study or work diary.
- Tests in form of selection of answers, matching exercises to validate specific knowledge.

When designing the assessment tools and procedure the following aspects were taken into account:

- Clear instructions identifying the activities to be performed by the candidate, the key points to be observed and/or evaluated as well as what performance issues (demonstration indicators) shall be considered by the assessor;
- A checklist for the key demonstration indicators and key observation points in case of observation;
- Decision criteria, series of questions or checklist of responses corresponding with demonstration indicators.

Additionally, the assessment procedure indicates what learning outcome will be assessed, what methods will be used for assessment, when and where the assessment will take place, the criteria for decision-making (aspects guiding judgement), assessment feedback with possible areas for improvement. In case of demonstration indicators, it is important that they indicate not only occupational competence, but also transversal competences, especially communication with the client, intercultural competence, knowledge of foreign language (primarily, English as a lingua franca), ICT skills, and green skills.

Assessors

The assessment shall be carried out by the persons with expertise and experience in the field. The person carrying out the assessment is called as an assessor. The assessor shall possess the following background:

- A professional beautician / cosmetician having at least five years of working experience or teacher / trainer in the field of beauty and wellness, or
- An English teacher with working experience in the field, when relevant e.g. during assessment of English language proficiency, or one assessor fulfilling both conditions.

How to use and apply the assessment tools

1. Observation

This method is to be used in a real working situation, when employee carries out specific tasks e.g. facial treatment on a client. The supervisor or manager plays the role of the assessor.

The following steps are applied:

- Selection of the tasks / performance to be observed from the specific unit
- Selection of demonstration indicators related to the specific task
- Informing learner / employee about the activity
- Assigning key observation points to the demonstration indicators – some of the indicators cover more than one activity; therefore, it is necessary to list all relevant key observations, which can help in the assessment process.

Nr	Demonstration indicator and key observation points for the specific indicators	YES	NO	PARTLY
1.	Demonstration indicator (here the demonstration indicators from the specific unit should be included) <i>e.g. S/he informs and consults the customer about the sequences and products for make – up activities in a professional and understandable manner.</i>			
1.1	Key observation points e.g. S/he has informed what kind of products will be used for make up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.	Demonstration indicator			
2.1	Key observation points	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				

2. Demonstration / Simulation

In case of demonstration method, similar steps will be undertaken. In case of demonstration, the working situation is created e.g. during the training activity or as a training activity in working place. In demonstration activity, e.g. learners can play different roles, one of a customer, the other one – that of employee. The candidate will carry out simulation with the help of a dummy or another person, using the required equipment to complete some key actions for the tasks fulfilment. In training settings, this method will be mostly applied.

The following steps are applied:

- Selection of the tasks / performance to be observed within specific unit
- Explaining the task / providing instructions to the learner
- Selection of demonstration indicators related to the specific task
- Assigning key observation points to the demonstration indicators – some of the indicators cover more than one activity, therefore it is necessary to list all relevant key observations

Nr	Demonstration indicator and key observation points for the specific indicators	YES	NO	PARTLY
1.	Demonstration indicator			
1.1	Key observation points	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.	Demonstration indicator			
2.1	Key observation points	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				

3. Evidence extracted from work / case study

In case of work or case study, the learner (candidate) will receive a task e.g. to analyse a specific situation provided in a video sequence, text, dialogue or pictures and provide own answer or justification of e.g. work effects or correction reactions in a specific situation with a client. The activity can be carried out in written or oral form. The assessment will be based on the correctness of the answer/s. These will include: open questions - the candidate will be often asked to describe or explain also in English the actions he / she would perform without simulating them in front of the assessor, and / or describe / assess situations related to the specific tasks shown in video sessions; as well as multiple choice questions – the candidate will be asked to select a correct answer. For the assessment of the case study / work assignment, the same method as in case of demonstration or observation is applied. The relevant demonstration indicators will be selected, on the basis of the work assignment / case study the key observation points will be defined.

Nr	Demonstration indicator and key observation points for the specific indicators	YES	NO	PARTLY
1.	Demonstration indicator			
1.1	Key observation points	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.	Demonstration indicator			
2.1	Key observation points	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.4.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				

4. Test

In case of test it is important that all questions are of the same weight and importance, otherwise the results cannot be reliable.

Demonstration indicator		Areas of improvement – comments from the assessor
76-100% of questions are answered correctly.		
60-75% percent of questions are answered correctly.	Threshold	
26-59% of questions are answered correctly.		
1-25% of questions are answered correctly.		
All questions are answered incorrectly.		

Profile template for the candidate of the assessment (example)

PROFILE OF CANDIDATE IN THE FIELD OF WELLNESS AND TOURISM

NAME:	Maria
SURNAME:	Stuart
DATE AND PLACE OF BIRTH:	XX.XX.XXXX
ADDRESS:	

WORK EXPERIENCE IN WELLNESS AND TOURISM SECTORS

(certifications, diplomas, references from employers; evidence provided by the candidate useful to the assessment of the competences)

- Has been working as beautician in Spa centre X for four years
- Professional course for Wellness Beautician (graduated September 2020)

EXTRA PROFESSIONAL EXPERIENCES

(please describe, as precisely as possible, the activities done and the courses attended beyond the work experience)

- Additional course Lomi – Lomi massage

OTHER

(notes of the assessor to be considered for the final evaluation)

UNITS TO BE EVALUATED

(please tick relevant units)

Unit 1.4

Unit 2

Unit 3

Unit 4

Summary of the results from the assessment

Based on selected methods and tools of assessment, the assessor provides a feedback to the learner / employee. In the first column, assessor writes the selected unit from the occupational standards and lists demonstration indicators, which were evaluated. In the second column, the assessor provides areas of strengths related to the specific indicator. In the third column, the assessor provides information on areas of improvements: weaknesses and proposal for the personal improvement plan.

Unit 1.4 MAKE-UP ACTIVITIES [BEAUTY RELATED TREATMENT]		
Demonstration indicators	Areas of strengths based on assessment with use of observation, demonstration, case study and / or test.	Areas of improvements on the basis of assessment with use of observation, demonstration, case study and / or test.
<ul style="list-style-type: none"> S/he informs and consults the client about the sequences and products for make-up activities in a professional and understandable manner, also in a foreign language. 	<p><i>☞ Appropriate use of politeness and communication rules when informing and consulting a customer</i></p>	<p><i>☞ In case of use a foreign language – English, the candidate should work more on communicative aspects when using a foreign language, even if some mistakes appear</i></p>
<ul style="list-style-type: none"> S/he informs the client about costs of the make-up and duration. 	<p><i>Clear information on price and duration of treatment given</i></p>	-
<ul style="list-style-type: none"> S/he selects cosmetic products based on skin condition, hair colour, shape of face in order to conceal the imperfections of the skin. 	<p><i>Good skills for appropriate selection of products, good knowledge</i></p>	-
<ul style="list-style-type: none"> S/he informs about the colours and styling for makeup based on the client's age and occasion (using applications and programmes for visualization of make-up where 	<p><i>Good knowledge of make-up styling relevant for the customer</i> <i>Good knowledge of various programmes useful for the customer</i> <i>Ability to give information in a communicative manner to the customer</i></p>	-

relevant).		
<ul style="list-style-type: none"> S/he informs on the effects of make-up and possible mistakes in daily or evening make up. 	<p><i>Competent information and tips to the customer, giving in an understandable and polite form</i></p>	-
<ul style="list-style-type: none"> S/he maintains own working area (i.e. use of light, mirror, utensils, equipment etc.) in line with hygiene and safety rules before, during and after treatment. 	-	<p><i>Not all utensils were cleaned properly after the treatment, more attention should be paid to the specific procedures of disinfection and cleaning</i></p>
<ul style="list-style-type: none"> S/he applies make-up according to the face shape and skin conditions, occasion, and client's wishes taking into account environmental issues. 	<p><i>Good skills on application make-up</i></p>	<p><i>It is necessary to deepen knowledge on new products which are environmentally friendly</i></p>
<ul style="list-style-type: none"> S/he assesses the results of make-up and applies any correction when necessary. 	<p><i>Good assessment of own work and ability to apply any necessary improvements</i></p>	-
<ul style="list-style-type: none"> S/he advises the customer on make-up removal and follow-up facial care taking into account individual characteristics and/or special needs 	-	<p><i>It is suggested to investigate more specific needs of skin and relevant products (not only the expensive ones), to investigate more on natural alternative products for facial care</i></p>
<ul style="list-style-type: none"> S/he selects make-up products and tools that are friendly to the customer's health 	-	<p><i>Poor knowledge of products which are environmentally friendly; It is suggested to look for additional information and updates on the new products which are in line with</i></p>

and/environment		<i>environmental protection</i>
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Facial, Neck and Décolleté Treatment



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SKIN DIAGNOSIS CARE AND BEAUTY RELATED TREATMENTS



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Facial, Neck and Décolleté Treatment

1.1		SKIN DIAGNOSIS CARE AND BEAUTY RELATED TREATMENTS	
Learning outcomes correspond to EQF			EQF 4
Learning outcome: S/he is able to analyze facial skin types and assess the results for treatment planning			Demonstration indicators
Knowledge	Skills	Responsibility and autonomy	
<i>S/he is able to</i>	<i>S/he is able to</i>	<i>S/he demonstrates proven ability to</i>	<i>Based on real work situations</i>
<ul style="list-style-type: none"> List methods and diagnostic tools necessary for further facial treatments Explain skin construction, types of skin, their characteristics, functions and possibilities of care Describe impact of external and internal factors on condition and functioning of face, neck and décolleté Describe skin aging process and methods delaying this process Identify types of pathological changes on the skin of the face obstructing or preventing the performance of a beauty treatment 	<ul style="list-style-type: none"> Select diagnosis methods and diagnostic tools (interview and observation, customer care) necessary to perform the skin's condition and to decide on facial treatments Identify the customers general facial skin type (dry, normal, oily, combination) Identify any facial anomalies and blemishes (including those caused by the sun, smoking, drinking habits, nutrition), skin disorders such as: acne, eczema, cold sores (herpes simplex virus), psoriasis 	<ul style="list-style-type: none"> Take responsibility for the completion of full facial skin analysis, assessing areas of normal/dry/ oily facial skin Support the boundary between the skills of the aesthetician and those of the dermatologist Advise the customer about the reasons for the individual characteristics of skin Set up future treatments and give justified individual recommendations about certain products or measures for an improvement of the individual's skin structure on the basis of indications received 	<ul style="list-style-type: none"> S/he does the facial skin analysis and identifies the skin type and fill it in the treatment plan with professional and understandable manner, also in a foreign language S/he identifies facial anomalies, blemishes and pathological changes. S/he identifies facial treatment tools and basic appliances/devices (ultrasonic, diamond peels and radiofrequency) S/he manages the relationship with the customer (interview and observation) S/he advises characteristics of the facial skin individually and correctly to the customer and gives recommendations for the skin care

Assessment tools

- Case study
- Demonstration
- Evidence extracted from work / case study
- Test

1.1 Skin Diagnosis Care and Beauty Related Treatments

List of activities

Exercise 1: Case study “Identifies tools and devices in beauty salon”

Exercise 2: Demonstration “Facial and Treatment Plan”

Exercise 3: Evidence extracted from work / case study “Anomalies, Blemishes and Pathological changes”

Exercise 4: Test “Skin Types”

Title of the activity	Exercise 1: Case study “Identifies tools and devices in beauty salon”
Presentation / Description of the activity steps	<p>Learners will identify with help of the work place or school salon about the Facial treatment tools and basic appliances/devices (at least ultrasonic, diamond peels and radiofrequency).</p> <p>Learners have to clarify verbally how the green values of the salon are present generally and in the use of tools and devices. They can do this in a foreign language (English).</p> <p>Step 1: Learners should prepare answers to these questions:</p> <ol style="list-style-type: none"> 1. What kind of tools in beauty salon are used and what for? 2. What kind of appliances/devices are usually used in facial treatments at the beauty salon? 3. What is the purpose, effects and contraindications for the appliances/devices? <p>Step 2: Learners gives a short presentation verbally of the green values in English. They have to present verbally green values generally and in the use of tools and devices to the instructor or trainer. They can use for example this web page for preparing a short presentation (verbally):</p> <p>https://www.simplyorganicbeauty.com/10-ways-how-to-become-an-eco-friendly-salon/</p> <p>For example, presentation could include some points of these:</p> <ul style="list-style-type: none"> • Only Sell and Use Recyclable Products • Offer Products with No Animal-Tested or Animal-Derived Ingredients • Offer Truly Formaldehyde-Free Keratin Treatments • Use Eco-Friendly Décor • Adopt Energy-Saving Practices • Offer Products with a Negative Carbon Footprint • Wash Salon Towels Efficiently
Place, needed materials / equipment/ tools	<p>Place:</p> <ul style="list-style-type: none"> • In the salon of the school / work place <p>Materials needed:</p> <ul style="list-style-type: none"> • Computers and internet connection, computer classroom
Time needed	6 hours

Observation

Nr	Demonstration indicator and key observation points for the specific indicators	YES	NO	PARTLY
1.	S/he identifies facial treatment tools and basic appliances/devices (ultrasonic, diamond peels and radiofrequency)			
1.1	S/he correctly identifies facial treatment tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.2	S/he correctly identifies basic appliance/device ultrasonic (purpose, effects and contraindications)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.3	S/he correctly identifies basic appliance/device diamond peel (purpose, effects and contraindications)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.4	S/he correctly identifies basic appliance/device radiofrequency, RF (purpose, effects and contraindications)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.5	S/he identifies green values of the beauty salon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.6	S/he can speak and understand foreign language (English)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				

Solution

Here are example answers to these questions:

What kind of tools in beauty salon are used and what for?

- A bowl, facial sponges (or facial compresses), an ointment slab
- Comedone extractor, tweezers
- Fan brush (for spreading serums), face mask brush and spatulas
- And possibly: Milia needle and containers/measuring cups

What kind of appliances/devices are usually used in facial treatments at the beauty salon?

- Ultrasonic, Diamond peel and Radiofrequency

What is the purpose, effects and contraindications for the appliances/devices?

- Check the theory material Skin Diagnosis, Care and Beauty Related Treatments PART 3.

For the verbal presentation about the green values in English the learners can use, for example, this web page:

<https://www.simplyorganicbeauty.com/10-ways-how-to-become-an-eco-friendly-salon/>

- **Only Sell and Use Recyclable Products:**
 - Beauty salon that wants to be eco-friendly does not sell products that come in plastic bottles which contain Phthalates and BPA. An eco-friendly salon prioritizes recycling and uses only glass salon bottles when possible.
- **Offer Products with No Animal-Tested or Animal-Derived Ingredients:**
 - For example, a beauty salon can become more eco-friendly if they only sell products which have not been tested on animals or have animal-derived ingredients.
- **Offer Truly Formaldehyde-Free Keratin Treatments**
 - By offering truly Formaldehyde-Free keratin treatments a beauty salon can get one step closer to eco-friendliness.
- **Use Eco-Friendly Decor**
 - Taking eco-friendliness into account in the salon decor is also a good way to help the environment.
- **Adopt Energy-Saving Practices**
 - If the salon adopts energy-saving practices, they can improve their green skills. Examples of energy saving practices are: energy-efficient lighting in the form of GE Energy Smart Energy light bulbs, regularly checking the sinks, pipes and faucets to avoid leakage
- **Offer Products with a Negative Carbon Footprint**
 - A beauty salon should mostly offer products with a negative carbon footprint. Products that are packaged in recyclable material and are locally manufactured have smaller carbon footprint and are better for the environment.
- **Wash Salon Towels Efficiently**
 - With a Greenstar washer and dryer it is possible to save water and electricity. It is also a good idea to use laundry detergents that require less water and soap to remove stains. Natural detergents are better, since some customer's may be sensitive to strong chemicals in detergents.

Title of the activity	Exercise 2: Demonstration “Facial and Treatment Plan”
Presentation / Description of the activity, steps	<p>Activity description: This task is done with a real working situation and customer at the salon of the school or at the real beauty salon.</p> <p>The learner of the beauty salon will be observed and evaluated in the ability to manage the relationship with the customer throughout the facial and skin diagnosis to the treatment plan, which analyses and identifies the skin type. The plan is filled in in a professional and understandable manner (if necessary, in a foreign language), while taking into consideration the rules of hygiene and safety techniques. The learner will also be assessed on the correct management of any unforeseen events (for example, allergic reactions) or complications that may arise during the facial.</p> <p>Facial treatment plan: Learner will do the skin analysis to the real customer</p> <p>Examining the skin’s: sebum excretion, size of pores, structure, moisture content, elasticity, blood circulation, skin color/pigment, sensitivity, other notes (comedos, papules, pustules, milia, telangiectasia, liver spots, vitiligo, acne, scars, moles, excessive hair etc.)</p> <p>Skin types: normal, dry, oily and combination</p> <ol style="list-style-type: none"> 1. Facial cleansing with products (lotion/gel/foam and toner) and tools (a bowl, facial sponges/compresses) 2. Filling in the facial treatment plan (trainer will supervise) using a good spotlight 3. Selecting the skin type after analyzing the skin 4. Choosing the purpose of the facial treatment and planning the treatment step by step 5. Filling in instructions for home and follow-up treatments 6. Filling in recommendations for the next treatment appointment/serial treatment with beauty care devices 7. Applying day cream for the customer
Place, needed materials / equipment/ tools	<p>Place:</p> <ul style="list-style-type: none"> • In the salon of the school / work place <p>Materials needed:</p> <ul style="list-style-type: none"> • Facial treatment plan and pen
Time needed	1 hour 30 min

Demonstration / Simulation

Nr	Demonstration indicator and key observation points for the specific indicators	YES	NO	PARTLY
1.	S/he does the facial skin analysis and identifies the skin type and fill it in the treatment plan in a professional and understandable manner, also in a foreign language			
1.1	S/he correctly fills in the facial skin analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.2	S/he correctly identifies the skin type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.3	S/he behaves professional and understandable manner, also in a foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.	S/he manages the relationship with the customer (interview and observation)			
2.1	S/he manages to interview the customer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.2	S/he manages to observe the customer skin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
3.	S/he advises characteristics of the facial skin individually and correctly to the customer and gives recommendations for the skin care.			
3.1	S/he advises characteristics of the facial skin individually and correctly to the customer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
3.2	S/he gives recommendations for the skin care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				

Title of the activity	Exercise 3: Evidence extracted from work / case study “Anomalies, Blemishes and Pathological changes”
Presentation / Description of the activity, steps	<p>Activity description:</p> <p>Learner will do a short presentation about</p> <ul style="list-style-type: none"> • Atopic Skin, • Acne, • Psoriasis, • Oral Herpes, • Acne Rosacea and • Perioral Dermatitis <p>Presentation includes causes, symptoms, skin care and home care instructions.</p> <p>Learner finds different sources:</p> <ul style="list-style-type: none"> • use the source provided in the theory material, also find information independently, • use reliable sources and pictures and input the list of sources to the presentation.
Place, needed materials / equipment/ tools	<p>Place:</p> <ul style="list-style-type: none"> • In the school <p>Materials needed:</p> <ul style="list-style-type: none"> • Computers and internet connection, computer classroom
Time needed	4 hours

Case Study

Nr	Demonstration indicator and key observation points for the specific indicators	YES	NO	PARTLY
1.	S/he identifies facial anomalies, blemishes and pathological changes.			
1.1	S/he correctly identifies atopic skin (causes, symptoms, skin care and home care instructions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.2	S/he correctly identifies acne (causes, symptoms, skin care and home care instructions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.3	S/he correctly identifies psoriasis (causes, symptoms, skin care and home care instructions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.4	S/he correctly identifies oral herpes (causes, symptoms, skin care and home care instructions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.5	S/he correctly identifies acne rosacea (causes, symptoms, skin care and home care instructions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.6	S/he correctly identifies perioral dermatitis (causes, symptoms, skin care and home care instructions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				

Title of the activity	Exercise 4: Test “Skin Types”
Presentation / Description of the activity, steps	Activity description: The knowledge of the skin types will be tested with a traditional paper test.
Place, needed materials / equipment/ tools	Place: <ul style="list-style-type: none"> • In the school Materials needed: <ul style="list-style-type: none"> • Test (paper) and pen
Time needed	30 min

Test

The test consists of the following questions. The expected time is 30 minutes.

1. List the skin types? /6 points
 2. Explain the characteristics of each skin type /18 points
- Together: /24 points

Test Solution

The test consists of the following questions.

1. List the skin types?

- normal (1,5 points)
 - dry (1,5 points)
 - combination (1,5 points)
 - oily (1,5 points)
- /6 points

2. Explain the characteristics of each skin type

- **normal:** the skin colour is good and clear, the skin doesn't feel dry or oily, the skin is soft and flexible, the skin is elastic, the epidermis is "normal" in thickness, the pores are small or normal, there may be some impurities in the skin

/5 right gives 5 points

- **dry:** the skin colour is pale, the epidermis is thin, the skin feels dry after cleansing, the skin often looks blotchy, the sebaceous glands in the skin function poorly, therefore the pores are small, there are superficial wrinkles on the skin, mostly around the mouth, and the skin feels powdery, the skin is prone to couperosa

/5 right gives 5 points

- **combination:**

has characteristics from several different skin types as well as (1 point)

oily T-zone (forehead, nose, chin) (1 point)

dry or "normal" cheeks (1 point)

/3 points

- **oily:** the skin colour is yellowish, the epidermis is thick, due to overactive sebaceous glands the skin looks shiny, but can also be dry on the surface, the pores are large and open and elevated around the edges, the skin has impurities

/5 right gives 5 points

Together:

/24 points

Test

Demonstration indicator Identify the customers general facial skin type (dry, normal, oily, combination) and explain skin types characteristics		Areas of improvement – comments from the assessor
76-100% of questions are answered correctly. (19-24 points)		
60-75% percent of questions are answered correctly. (15-18 points)		
26-59% of questions are answered correctly. (7-14 points)		
1-25% of questions are answered correctly. (1-6 points)		
All questions are answered incorrectly.		



**FACIAL, NECK AND
DÉCOLLETÉ TREATMENT
[CARE RELATED TREATMENT]**



Co-funded by the
Erasmus+ Programme
of the European Union



1.2		FACIAL, NECK AND DÉCOLLETÉ TREATMENT [CARE RELATED TREATMENT]	
Learning outcomes correspond to EQF			EQF 4
Learning outcome: S/he is able to carry out facial treatments in compliance with hygiene and skin penetration regulations, understanding the customer needs			Demonstration indicators
Knowledge	Skills	Responsibility and autonomy	
<i>S/he is able to</i>	<i>S/he is able to</i>	<i>S/he demonstrates proven ability to</i>	<i>Based on real work situations</i>
<ul style="list-style-type: none"> List relevant universal health, hygiene and skin penetration precautions and requirements relevant to facial treatments Indicate types of care treatments performed on the face (incl. eye area), neck and décolleté, e.g. nutritional, moisturizing, normalizing, lifting, exfoliating, cleansing, regeneration Describe contraindications to specific cosmetic formulations, ingredients and facial treatments Explain differences between therapeutic, cosmetic and 'cosmeceutical' products Explain cosmetic chemistry, functions and effects of 	<ul style="list-style-type: none"> Choose therapy treatments including indications and contraindications for face, neck and décolleté care Select and prepare appropriate products in line with the facial treatment used (masks, peeling), the client's requests and skin properties, describing their use Identify allergies and side effects of treatment / products when reading the product descriptions Choose preparations, apparatus and tools and accessories for care treatment of face (incl. eye area), neck and décolleté Apply manual techniques for selected treatments to the face Appropriately use 	<ul style="list-style-type: none"> On the basis of the indications received, perform the cleaning and specific facial treatments choosing the most suitable products in compliance with the rules of hygiene and safety, time of execution and a kind attitude, listening and reassurance towards the customer Determine treatment duration, sequencing, costs and pricing calculation, informing the client accordingly Counsel on facial treatment, being aware of communication techniques and terminology used Recommend products for a regular skincare routine, explaining 	<ul style="list-style-type: none"> S/he fills in the client card, using the visual and tactile technique to detect skin changes and using the question technique to fill in the part dedicated to the general anamnesis S/he demonstrates interpersonal skills to manage the relationship with the client throughout the treatment S/he prepares the cabin with all the material necessary to perform the treatment S/he recommends the products and proposes the most suitable treatments based on their cosmetological and dermatological knowledge S/he is familiar with hygiene techniques and knows how to put them into

<p>product ingredients (natural and artificial ones) on the skin</p> <ul style="list-style-type: none"> Describe type, composition and method of application of cosmetic products functional to facial treatments List types of preparations, tools and utensils used in facial treatment Explain how to use manual instruments and electro-medical equipment for facial treatments Name techniques for removing facial hair (epilation) Distinguish types of treatments for various types of clients, incl. pregnant women, seniors, cancer patients, people with intolerances, etc. 	<p>mechanical and electrical equipment for facial treatments</p> <ul style="list-style-type: none"> Apply various methods of hair removal depending on skin condition Record outcomes of treatment on the customer's treatment plan 	<p>in a clear and simple way</p> <ul style="list-style-type: none"> Assess the effect of the treatment and make corrections and / or changes if the product or treatment applied are not suitable 	<p>practice</p> <ul style="list-style-type: none"> S/he carries out the treatment on schedule and with the correct sequences S/he manages the unexpected events related to the client's behavior or in relation to the complications that may arise during the treatment
<p>Assessment tools</p>	<ul style="list-style-type: none"> Observation Demonstration Case study Test 		

1.2 Facial, Neck and Décolleté Treatment [Care Related Treatment]

List of activities

Exercise 1: Observation "First appointment management"

Exercise 2: Demonstration / Simulation "Special customer treatment"

Exercise 3: Case study "Woman with hyper pigmentation"

Exercise 4: Test "Dermatology and cosmetology"

Exercise 5: Test "Green skills to support beauty treatments"

Title of the activity	Exercise 1: Observation "First appointment management"
Presentation / Description of the activity steps	<p>This task is done in a real work environment; the trainee will be observed and evaluated in managing the first appointment with a customer who wishes to have advice on the most suitable products and facial treatments for her skin. This task is done in the mother tongue, so knowledge of the foreign language is not taken into account in the demonstration indicators. The trainee is informed in advance about the activity.</p> <p>Instructions: the trainee will have to manage the client indicated by the employer / trainer throughout the consultancy phase.</p>
Place, needed materials / equipment/ tools	<p>Place:</p> <ul style="list-style-type: none"> • Beauty Center <p>Materials needed:</p> <ul style="list-style-type: none"> • none
Time needed	10/20 minutes

Observation

Nr	Demonstration indicator and key observation points for the specific indicators	YES	NO	PARTLY
1.	S/he fills in the customer card, using the visual and tactile technique to detect skin changes and using the question technique to fill in the part dedicated to the general anamnesis			
1.1	S/he correctly fills in the customer form assuming the treatment appropriate to the characteristics and wishes of the customer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.2	S/he informs about the types of products that will be used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.3	S/he correctly informs about the duration of the treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.	S/he recommends the products and proposes the most suitable treatments on the basis of their cosmetological and dermatological knowledge			
2.1	S/he correctly proposes alternative treatments that involve the use of different products and manual skills or the use of technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.2	S/he demonstrates dermatological knowledge related to the treated blemish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.3	S/he proves to have cosmetological knowledge related to the imperfection treated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
3.	S/he demonstrates interpersonal skills to manage the relationship with the client throughout the treatment			
3.1	S/he correctly fills in the customer form assuming the treatment appropriate to the characteristics and wishes of the customer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas for improvements based on identified gaps in knowledge, skills and competences:

Title of the activity	Exercise 2: Demonstration / Simulation "Special customer treatment"
Presentation / Description of the activity, steps	<p>This task is carried out as a simulation of a real working situation. The learner will be observed and evaluated in the ability to manage the relationship with the customer throughout the treatment agreed with the customer, in the ability to carry out the treatment in the manner and on schedule and in his ability to prepare and rearrange the work cabin using the necessary hygiene and safety techniques. The learner will also be assessed on the correct management of any unforeseen events or complications that may arise during the treatment.</p> <p>This task is done in the mother tongue, so knowledge of the foreign language is not taken into account in the demonstration indicators.</p> <p>Instructions: The learner will have to carry out the anti-aging treatment provided for the special customer (person with advanced age).</p>
Place, needed materials / equipment/ tools	<p>Place:</p> <ul style="list-style-type: none"> • Beauty Center <p>Materials needed:</p> <ul style="list-style-type: none"> • All the materials for the treatment
Time needed	1 hour

Demonstration / Simulation

Nr	Demonstration indicator and key observation points for the specific indicators	YES	NO	PARTLY
1.	S/he demonstrates interpersonal skills to manage the relationship with the client throughout the treatment			
1.1	S/he manages the client's reception with ease and security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.2	S/he converses and entertains the client throughout the treatment considering the client's personal characteristics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.3	S/he adapts to the type of customer respecting his/her personal characteristics and behaviours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.4	S/he manages the client's leave adequately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.	S/he prepares the cabin with all the material necessary to perform the treatment			
2.1	S/he creates a welcoming environment for the client	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.2	S/he prepares the disposable material and the equipment necessary to carry out the treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.3	S/he chooses the right treatment products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
3.	S/he is familiar with hygiene techniques and knows how to put them into practice			
3.1	S/he recognizes and applies adequate sanitation techniques to pre-treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				

3.2	S/he recognizes and applies adequate sanitation techniques during treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
3.3	S/he recognizes and applies adequate sanitation techniques for post treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
4.	S/he carries out the treatment on schedule and with the correct sequences			
4.1	S/he respects the correct sequences of the treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
4.2	S/he respects the expected times of the treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
5.	S/he manages the unforeseen events related to the client's behaviour or in reference to the complications that may arise during the treatment			
5.1	S/he manages the client's behaviour in a calm and reassuring way in the face of unexpected events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
5.2	S/he manages the complications that may arise during treatment in a responsible, timely and competent manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				

Title of the activity	Exercise 3: Case study "Woman with hyper pigmentation"
Presentation / Description of the activity, steps	In this case, the learner receives the case study and has to provide explanations according to the given instructions. The case study proposed is of a woman with hyperpigmentation. The learner has to answer two questions.
Place, needed materials / equipment/ tools	Place: <ul style="list-style-type: none"> • At school or in a Beauty Center Materials needed: <ul style="list-style-type: none"> • The exercise
Time needed	30 min

Exercise - Woman with hyper pigmentation

Activity description: In this case, the learner receives the case study and has to provide explanations according to the given instructions:

“A woman wants to make an appointment to improve her skin situation, but first she would like to get advice on the possible treatments that can be carried out, their duration, the procedures and the costs that she would face.”

Looking at the image provided below:



Instructions: Answer the following questions:

- a) Provide helpful advice by analyzing possible treatment options
- b) For each recommended treatment, explain the procedure, duration and cost

Solution

a) The most correct solutions are (2 points per answer):

- Laser
- pulsed light
- microdermabrasion
- Anti-stain treatments with products

b) For each answer (max 23 points):

Laser: Thanks to pulses lasting a few milliseconds with very high energy peaks, the light emitted by the laser breaks down the pigment without damaging the tissues: the melanin, thus fragmented, is finally reabsorbed by the macrophages. To remove facial blemishes with the laser it often takes more than one session, repeating the treatment one month apart. The removal of facial spots with lasers does not cause skin lesions, and the post-treatment course simply involves hydration and protection of the treated area from UV rays. Generally the treated area appears immediately after the white treatment (popcorn effect), due to the formation of steam inside the diseased tissue, but this effect disappears in a short time (a few minutes), leaving a more pronounced pigmentation for a few days: in fact a crust will form on the treated part which will fall off after a few days.

Duration: Usually one or two treatments, four weeks apart. The laser emits very short pulses and therefore the treatment lasts for a few minutes.

Cost: A unit price cannot be defined regardless of an accurate visit, because costs vary in relation to the clinical complexity and the extent of the area to be treated.

Pulsed light is also able to reduce skin pigmentations such as, for example, those related to advancing age on the face, hands and neck; in this case the light energy first darkens the spots which, within about two weeks, peel off and give way to regenerated skin. The procedure on which the pulsed light is based is a light source, composed of a very light beam intense that acts on the pigment instantly and eliminates it completely in the following weeks; the remaining areas of the skin are absolutely not damaged and no scars appear on the treated areas. The pulsed light guarantees the absence of pain during the execution of the treatment and an extremely rapid removal of spots. The sensation felt by the client is one of heat, accompanied by a slight tingling and later redness of the area that will remain for about an hour. The stain tends to become darker at the end of the treatment and a small crust forms on the surface area, which falls off after 2-4 days, leaving room for the new skin that has completely regenerated. The patient must avoid exposure to sunlight and tanning lamps both before and after the pulsed light sessions and always use full screen sunscreen.

Duration: It is carried out in a few sessions on a monthly basis. A session with pulsed light lasts a few seconds, up to an average time of 20 minutes. (depends on the extent of the stain)

Costs: They can vary according to the characteristics of the stain, from a minimum of 80-100 euros.

Microdermabrasion: This treatment is carried out with special machines equipped with a particular handpiece that is placed on the part of the face or body that must be treated.

From this handpiece some solid particles come out at high speed which have the task of removing the superficial layers of the skin, exfoliating it. The particles that are usually used in microdermabrasion are microgranules of aluminum hydroxide, or corundum crystals (a particular type of artificial diamond). These materials are defined as "inert", that is, they have the advantage of exfoliating an exfoliating action, without running the risk of triggering allergic reactions.

Immediately after "shooting" the particles on the skin, the handpiece sucks them in, thus removing the exfoliated cells as well. Depending on the amount of particles used and the speed with which they are

directed onto the skin, the treatment can be performed at different depths (although, in any case, the exfoliation remains superficial).

Thanks to this exfoliation, cell turnover and renewal are stimulated and, moreover, the formation of new collagen and new elastic fibers is promoted by fibroblasts (the cells of the dermis, the intermediate layer of our skin).

In this way, microdermabrasion allows us to obtain a smoother and more compact skin, with a fresher appearance.

However, as soon as the treatment is finished, the skin will be very sensitive. For this reason, soothing masks are usually applied. Then, to promote the regeneration of our skin, it is necessary to protect it and nourish it with adequate moisturizing and nourishing creams. Finally, it is essential to avoid sun exposure and use sunscreens with a high protection factor. In addition, microdermabrasion has the great advantage of being rather delicate, minimally invasive and less traumatic than other more aggressive exfoliating treatments that involve longer healing times. However, since it is always an exfoliation, some side effects may occur immediately after the treatment, such as: redness; irritation; small bleeding. To enhance the results obtained with microdermabrasion, it is however possible to combine it with other treatments, such as chemical peeling with fruit acids (alpha-hydroxy acids).

Duration: usually, it is recommended to perform five to ten sessions approximately every two weeks. Then, to consolidate the results obtained, maintenance sessions can be performed every 2-6 months. The number of sessions to be carried out and the time between one and the other may vary according to the type of imperfection that must be countered and according to the response of each person to the treatment. In fact, some people manage to get good results in a few sessions, while others need more time.

Cost: Indicatively, the price of a session can vary from 80-100 euros

Anti-blemish treatments with products: The chemicals that make up the peeling are used to induce a process of exfoliation of the skin. This allows the more superficial layers of the epidermis to regenerate and produce new collagen. The substances used include: alpha hydroxy acids; glycolic acid; salicylic acid; the skin is cleansed with a degreasing substance to eliminate the film of sebum normally present on the skin and make it more receptive to treatment. The next step involves applying the compound with a brush. Then it is left on for a predefined period of time, which varies according to the substance used. The times vary from 2-3 minutes for salicylic, glycolic and mandelic acid to 5-7 minutes. Finally, the third phase: the peeling is removed and a mask to be left on and a final cream are applied. It is advisable to follow an anti-stain routine that must be performed daily morning and evening and especially with the correct cosmetic with a lightening and illuminating action. The cleanser plays a very important role because in this case it must gently but constantly "exfoliate" the skin surface. Selecting the correct product is an important choice. In its formulation they should be present: alpha hydroxy acids, for example, have an exfoliating and moisturizing function, salicylic acid promotes cell regeneration and gives brightness to the complexion, papain promotes cell turnover, kojic acid helps to inhibit the production of melanin, licorice has known lightening properties. It is always important to remember to hydrate and protect the skin effectively from UV radiation with self-care products specific to your skin biotype before applying make-up.

Duration: 1/2 sessions per week 8-10 treatments. The duration is 1 hour.

Cost: from 70/80 euros per session.

Case Study

Nr	Demonstration indicator and key observation points for the specific indicators	YES	NO	PARTLY
1.	S/he recommends the products and proposes the most suitable treatments on the basis of their cosmetological and dermatological knowledge			
1.1	S/he correctly proposes alternative treatments that involve the use of different products and manual skills or the use of technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.2	S/he demonstrates dermatological knowledge related to the treated blemish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.3	S/he demonstrates that she/ he has cosmetological knowledge related to the imperfection treated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				

Title of the activity	Exercise 4: Test "Dermatology and cosmetology"
Presentation / Description of the activity, steps	The questions present in the following test aim to evaluate the knowledge that the learner must demonstrate to possess regarding the treatments envisaged with the type of "special customers / elderly customers".
Place, needed materials / equipment/ tools	Place: <ul style="list-style-type: none"> • At school or in a Beauty Center Materials needed: <ul style="list-style-type: none"> • The test format
Time needed	50 min

Test

Activity description: the questions present in the following test aim to evaluate the knowledge that the learner must demonstrate to possess regarding the treatments envisaged with the type of "special customers / elderly customers".

Instructions: The test consists of the following questions. The expected time is 45 minutes.

DERMATOLOGY:

1. What are the fibers produced by fibroblasts? _____
2. Where does the synthesis of collagen, elastic fibers and glycosaminoglycans take place?
3. Choose the correct word:
Fibroblasts are typical cells of the _____ tissue found in the _____
Nervous tissue, muscle tissue, connective tissue, epithelial tissue, dermis, hypodermis, epidermis
4. Hyaluronic acid is a glycosaminoglycan: YES / NO
5. Is the reduction of cell turnover typical of skin aging? YES NO
6. Does the epidermis and the hydrolipidic film thin out with age? YES NO
7. Do free radicals produce oxidative stress? YES NO
8. Free radicals do not favor the appearance of wrinkles. YES NO
9. UV rays do not trigger the free radical mechanism. YES NO
10. Over time, the synthesis of fibroblasts: Increases / Decreases

COSMETOLOGY:

1. What are anti-aging creams used for?
2. What are the main substances that can be contained in anti-aging creams?
3. What are the recurring ingredients in a good anti-aging cream?
4. What are the antioxidants?
5. What are lightening agents used for?
6. What are the lightening agents most used in wrinkle creams?
7. What is hyaluronic acid used for in creams?
8. What is collagen used for in creams?
9. What is coenzyme Q10 used for in creams?
10. What are oils and butters for in creams?

UNEXPECTED EVENTS:

1. What can products based on A.H.A cause?
2. How do you behave in case of unexpected events caused by the A.H.A?

Solutions:

Dermatology

D1: 5 points

D2: 3 points

D3: 6 points

D4-D10: 1 point

Unexpected events:

D1: 3 points

D2: 3 points

Cosmetology:

D1: 3 points

D2: 10 points

D3: 12 points

D4: 3 points

D5: 12 points

D6: 3 points

D7: 5 points

D8: 10 points

D9: 10 points

D10: 5 points

The scores of the questions are assigned according to the level of difficulty:

basic difficulty: 3

medium difficulty: 5

high difficulty: 10

Solution

DERMATOLOGY:

1. What are the fibers produced by fibroblasts?
Collagen
Elastin
Glycosaminoglycans
2. Where does the synthesis of collagen, elastic fibers and glycosaminoglycans take place? Dermis
Choose the correct word:
Fibroblasts are typical cells of the CONNECTIVE tissue found in the DERMIS
3. Nervous tissue, muscle tissue, connective tissue, epithelial tissue, dermis, hypodermis, epidermis
4. Hyaluronic acid is a glycosaminoglycan: YES / NO
5. Is the reduction of cell turnover typical of skin aging? YES NO
6. Does the epidermis and the hydrolipidic film thin with age? YES NO
7. Do free radicals produce oxidative stress? YES NO
8. Free radicals do not favor the appearance of wrinkles. YES NO
9. UV rays do not trigger the free radical mechanism. YES NO
10. Over time, the synthesis of fibroblasts: Increases / Decreases

COSMETOLOGY:

1. What are anti-aging creams used for?
To prevent
Counter
Improve
2. What are the main substances that can be contained in anti-aging creams?
Moisturizers
redensifying
antioxidants
nutrients
lightening substances
exfoliating substances
substances that stimulate the microcirculation
substances that relax the mimic muscles

3. What are the recurring ingredients in a good anti-aging cream?

hyaluronic acid
aloe vera
vit.C-E
oils
shea butter
honey
Argan oil
panthenol
collagen
elastin
A.H.A

4. What are the antioxidants?

Vitamin A-C-E
polyphenols
coenzyme Q10

5. What are lightening agents used for?

They are substances that help to counteract age spots and sun spots, i.e. areas of hyperpigmented skin.

6. What are the most commonly used lightening agents in wrinkle creams?

vitamin C
azaleic acid
A.H.A

7. What is hyaluronic acid used for in creams?

It acts as a moisturizer and helps restore the right firmness of the skin.

Regular use of creams with hyaluronic acid allows to contain the loss of water, which would otherwise evaporate from the superficial layers of the epidermis. In addition to moisturizing, creams with hyaluronic acid counteract skin aging by acting on wrinkles and expression lines. Hyaluronic acid is, in fact, comparable to a sponge which, soaked in water, acquires volume.

8. What is collagen used for in creams?

Collagen is a fibrous protein present in numerous connective support structures, such as the dermis, which exhibits excellent moisturizing properties at the level of the skin surface. In fact, collagen fibers are able to absorb large quantities of water, forming a humectant gel that protects the stratum corneum from dehydration. Creams based on collagen restore elasticity and tone to the skin, creams based on collagen keep the epidermis hydrated, healthy and young for a long time.

9. What is coenzyme Q10 used for in creams?

Like other molecules (e.g. hyaluronic acid), Coenzyme Q10 also has a size that does not allow penetration externally, but in cosmetic formulas studied with new technologies, there is the introduction of Coenzyme Q10 which can be absorbed into the skin and which can therefore go beyond the most superficial layers of the epidermis. The absorption allows to have efficacy against the damage of free radicals, preserving the fibroblasts. Fibroblasts have the function of synthesizing elastic fibers, collagen and glycosaminoglycans, therefore everything that constitutes the health and youth of the skin. Coenzyme Q10 also intervenes in the regeneration of Vitamin E, which is essential for the skin. Another important function of Coenzyme Q10 for cosmetic use is the prevention against damage from UV rays, one of the first factors of skin aging that increases the production of free radicals. Creams that contain Coenzyme Q10, possibly also in synergy with other active ingredients, must be applied consistently. Furthermore, products with Coenzyme Q10 do not act on the imperfection already present, but slow down and prevent the further appearance of wrinkles and skin blemishes.

10. What are oils and butters used for in creams?

They have emollient, moisturizing, firming and soothing properties. The oils and butters make creams excellent for the prevention of wrinkles and skin sagging

UNEXPECTED:

1. What can products based on A.H.A cause?

Slight redness

Burns

I pinched

2. How do you behave in case of unforeseen events caused by the A.H.A?

Discontinue treatment

Cool the area immediately with warm water compresses

Use buffer creams

Use soothing and moisturizing creams

Avoid exposure to the sun

Use creams with SPF 50

Test

Demonstration indicator		Areas of improvement – comments from the assessor
76-100% of questions are answered correctly.		
60-75% percent of questions are answered correctly.	X	
26-59% of questions are answered correctly.		
1-25% of questions are answered correctly.		
All questions are answered incorrectly.		

Title of the activity	Exercise 5: Test "Green skills to support beauty treatments"
Presentation / Description of the activity, steps	The questions in the following test aim to evaluate the knowledge that the learner must demonstrate to possess regarding green knowledge and skills in the aesthetic sector (natural / organic cosmetics, European regulations for green products, uses and advantages of green products, etc.).
Place, needed materials / equipment/ tools	Place: <ul style="list-style-type: none"> • At school or in a Beauty Center Materials needed: <ul style="list-style-type: none"> • The test format
Time needed	1 hour

Test

Description of the activity: the questions in the following test aim to evaluate the knowledge that the learner must demonstrate to possess regarding green knowledge and skills in the aesthetic sector (natural / organic cosmetics, European regulations for green products, uses and advantages of green products, etc.).

Instructions: The test consists of the following questions. The questions are in ascending order of difficulty. The expected time is 60 minutes.

1. What is the European specification for an organic cosmetic and what does it describe? (correct answer: 6 points)

2. What are the differences between an organic and a natural cosmetic? (correct answer: 3 points)

3. What are the SI preservatives in an organic cosmetic? (correct answer: 3 points)

4. What does skin-friendly mean? (correct answer: 3 points)

5. Why should we use organic cosmetics? (correct answer: 3 points)

6. What is a Disciplinary? (correct answer: 2 points)

7. What are the categories of raw materials NOT allowed in organic cosmetics? (1 point for each correct answer)

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

8. What are the typical characteristics of organic cosmetics? (correct answer: 6 points)

9. What are the advantages of using an organic cosmetic? (correct answer: 3 points)

10. What is the European Directive governing organic cosmetics? (correct answer: 2 points)

11. Which raw materials are allowed in organic cosmetics? (1 point for each correct answer)

- a. _____
- b. _____
- c. _____
- d. _____

12. What ingredients can I replace petrolatum with? (correct answer: 3 points)

13. What are the NO preservatives in an organic cosmetic? (correct answer: 3 points)

14. Indicate if the following statements are TRUE (V) or FALSE (F) (2 points for each correct answer)

- A. V F Paraffinum Liquidum is allowed
- B. V F Butirrum Spargii is allowed
- C. V F Cold pressed almond oil is NOT allowed
- D. V F Methylparaben is allowed
- E. V F BHT is NOT allowed
- F. V F Perlastan SC is allowed
- G. V F Polysorbate 20 is NOT allowed
- H. V F Niacinamide is NOT allowed
- I. V F Limonene is allowed
- J. V F Coconut derivatives are allowed

15. What does Eco-friendly mean? (correct answer: 3 points)

16. What is meant by organic cosmetics? (correct answer: 5 points)

17. What are the 3 categories that Natrue classifies? (2 points for each correct answer)

1. _____
2. _____
3. _____

18. Why can't petroleum derivatives be used in an organic cosmetic? (correct answer: 4 points)

19. Indicate if the following statements are TRUE (V) or FALSE (F) (15 points = the first five answers are worth 1 point, the last five are worth 2 points each)

- K. V F NATRUE is an organic certification mark
- L. V F AIAB is the French organic certification
- M. V F ECOCERT is the French certification
- N. V F Organic cosmetics do NOT have perfumes
- O. V F Organic cosmetics have dyes
- P. V F The organic cosmetic is characterized by a brand on the container
- Q. V F Cosmos Standard provides for only one level of certification
- R. V F In organic cosmetics, the production process is also organic
- S. V F Cosmetic packaging is totally recyclable
- T. V F The ingredients are ONLY of biological origin

Solution

1. What is the European specification for an organic cosmetic and what does it describe? (correct answer: 6 points)

It is a certification system. It describes the production rules of an organic cosmetic, the characteristics of organic ingredients, even their cultivation and extraction; which ingredients are allowed; characteristics of the containers and their packaging.

2. What are the differences between an organic and a natural cosmetic? (correct answer: 3 points)

In organic cosmetics, the ingredients are produced and derived from organic farming. The cosmetic production process respects the rules of organic farming. The containers are made of totally recyclable material. On the container there must be a mark certifying that the cosmetic is organic.

The natural cosmetic must have only a percentage of ingredients of natural origin, it does not have to respect all the rules of organic cosmetics.

3. What are the SI preservatives in an organic cosmetic? (correct answer: 3 points)

Ascorbic acid

Essential oils with antimicrobial activity

Glycerin that retains water from the cosmetic

Derivatives of amino acids

4. What does skin-friendly mean? (correct answer: 3 points)

Maximum tolerability, allergen-free, towards the skin.

5. Why should we use organic cosmetics? (correct answer: 3 points)

Because they totally respect our skin, making it healthy and because they respect the environment.

6. What is a Disciplinary? (correct answer: 2 points)

It is a certification system, in which all the rules and rules for producing and selling an organic cosmetic are written. It allows the company to obtain certification and have a brand that certifies that the cosmetic is organic.

7. What are the categories of raw materials NOT allowed in organic cosmetics? (1 point for each correct answer)

a. PEG derivatives

b. Aggressive surfactants

c. Derivatives that involve killing and testing on animals

d. Silicones

e. Synthetic dyes

f. Synthetic perfumes

g. Parabens

8. What are the typical characteristics of organic cosmetics? (correct answer: 6 points)

- It does not contain GMO products
 - The presence of chemical substances used as preservatives is prohibited or regulated
 - Raw materials derived from petrochemicals or completely synthesized are prohibited
9. What are the advantages of using an organic cosmetic? (correct answer: 3 points)
Maximum tolerability and respect for the health of the environment and our skin.
10. What is the European Directive governing organic cosmetics? (correct answer: 2 points)
CE 76/768 and subsequent amendments.
11. Which raw materials are allowed in organic cosmetics? (1 point for each correct answer)
- a. Vegetables of biological origin
 - b. Animals of biological origin
 - c. Allowed minerals
 - d. Synthetics allowed
12. What ingredients can I replace petrolatum with? (correct answer: 3 points)
Organic vegetable oils, butters and waxes
13. What are the NO preservatives in an organic cosmetic? (correct answer: 3 points)
Parabens, triclosan, formaldehyde removers, BHT, BHA.
14. Indicate if the following statements are TRUE (V) or FALSE (F) (2 points for each correct answer)
- A. V F Paraffinum Liquidum is allowed
 - B. V F Butirrum Sparkii is allowed
 - C. V F Cold pressed almond oil is NOT allowed
 - D. V F Methylparaben is allowed
 - E. V F BHT is NOT allowed
 - F. V F Perlastan SC is allowed
 - G. V F Polysorbate 20 is NOT allowed
 - H. V F Niacinamide is NOT allowed
 - I. V F Limonene is allowed
 - J. V F Coconut derivatives are allowed
- A (F), B (V), C (F), D (F), E (V), F (V), G (V), H (F), I (V), J (V).
15. What does Eco-friendly mean? (correct answer: 3 points)
It means that the ingredients are non-polluting and respect the environment, even the containers and production processes respect the environment, where it is possible to use recycled energy.
16. What is meant by organic cosmetics? (correct answer: 5 points)
Using cosmetics of biological origin, also using materials that come and derive from recycled materials. The shop must also respect the environment and use zero energy impact machinery.

17. What are the 3 categories that Natrue classifies? (2 points for each correct answer)
1. Raw materials used to formulate the cosmetic
 2. Finished cosmetic
 2. Cosmetic production process
18. Why can't petroleum derivatives be used in an organic cosmetic? (correct answer: 4 points)
- They are not biodegradable
 - They are not skin-related
 - Occlusive and insulating
 - Comedogenic
 - They may have carcinogenic residues
19. Indicate if the following statements are TRUE (V) or FALSE (F) (15 points = the first five answers are worth 1 point, the last five are worth 2 points each)
- K. V F NATRUE is an organic certification mark
- L. V F AIAB is the French organic certification
- M. V F ECOCERT is the French certification
- N. V F Organic cosmetics do NOT have perfumes
- O. V F Organic cosmetics have dyes
- P. V F The organic cosmetic is characterized by a brand on the container
- Q. V F Cosmos Standard provides for only one level of certification
- R. V F In organic cosmetics, the production process is also organic
- S. V F Cosmetic packaging is totally recyclable
- T. V F The ingredients are ONLY of biological origin
- K (V), L (F), M (V), N (F), O (F), P (V), Q (F), R (V), S (V), T (F).

Test

Demonstration indicator		Areas of improvement – comments from the assessor
76-100% of questions are answered correctly.		
60-75% percent of questions are answered correctly.	X	
26-59% of questions are answered correctly.		
1-25% of questions are answered correctly.		
All questions are answered incorrectly.		



**FACIAL, NECK AND
DÉCOLLETÉ MASSAGE
[CARE RELATED TREATMENT]**



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1.3		FACIAL, NECK AND DÉCOLLETÉ MASSAGE [CARE RELATED TREATMENT]	
Learning outcomes correspond to EQF			EQF 4
Learning outcome: S/he is able to provide cosmetic massage, choosing appropriate products and taking into account customer needs and wishes			Demonstration indicators
Knowledge	Skills	Responsibility and autonomy	
<i>S/he is able to</i>	<i>S/he is able to</i>	<i>S/he demonstrates proven ability to</i>	<i>Based on real work situations</i>
<ul style="list-style-type: none"> List principles and purposes of massage for face, neck and décolleté Describe various techniques of facial massage (classical, brush massage, lymph) Explain the general benefits of facial massage and contra-indications Distinguish types of treatments for various types of clients, incl. pregnant women, seniors, cancer patients, people with intolerances, etc. 	<ul style="list-style-type: none"> Apply exfoliates, scrubs, masks and creams by facial massage Apply and explain to the client contouring, lifting, deep-cleansing, anti-aging massage to face, neck, décolletage and shoulders Select appropriate cosmetic products for facial massage depending on the purpose 	<ul style="list-style-type: none"> Perform the appropriate face, neck and décolleté massage in accordance to the needs of the client and the health and safety principles Monitor client reactions and satisfaction and adjust massage techniques if required Advise on supporting massage by applying daily skincare products for all ages (circular & painting movements) Determine treatment duration, sequencing, costs and pricing calculation, informing the client accordingly 	<ul style="list-style-type: none"> S/he fills in the client card, using the visual and tactile technique to detect skin alterations and using the question technique to fill in the part dedicated to the general anamnesis S/he demonstrates interpersonal skills to manage the relationship with the client throughout the massage S/he prepares the cabin with all the necessary material to be able to perform the massage S/he recommends products and proposes solutions based on their cosmetological and dermatological knowledge S/he performs the

			<p>massage on schedule and with the correct sequences</p> <ul style="list-style-type: none"> • S/he manages the unforeseen events related to the client's behavior or in reference to the complications that may arise during the massage • S/he is familiar with hygiene techniques and knows how to put them into practice
<p>Assessment tools</p>	<ul style="list-style-type: none"> • Observation • Demonstration • Case study • Test 		

1.3 Facial, Neck and Décolleté Massage [Care Related Treatment]

List of activities

Exercise 1: Observation "First appointment management" 10/20 minutes

Exercise 2: Demonstration / simulation "Face massage for Special customer" 1 hour

Exercise 3: Case study "Woman with marked mimic wrinkles" 30 minutes

Exercise 4: Test "Anatomy and cosmetology and unexpected events on facial connective tissue massage" 50 minutes

Title of the activity	Exercise 1: Observation "First appointment management"
Presentation / Description of the activity steps	This task is carried out in a real work environment; the learner of the wellness center will be observed and evaluated in managing the first appointment with a customer who wishes to have advice on the most suitable products and facial treatments for her skin. The learner speaks in her mother tongue, so knowledge of the foreign language is not taken into account by the demonstration indicators. The learner is informed in advance about the activity.
Place, needed materials / equipment/ tools	Place: <ul style="list-style-type: none"> • Beauty Center Materials needed: <ul style="list-style-type: none"> • none
Time needed	10/20 minutes

Observation

Nr	Demonstration indicator and key observation points for the specific indicators	YES	NO	PARTLY
1.	S/he fills in the customer card, using the visual and tactile technique to detect skin changes and using the question technique to fill in the part dedicated to the general anamnesis			
1.1	S/he correctly fills in the customer form assuming the treatment appropriate to the characteristics and wishes of the customer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.2	S/he informs about the types of products that will be used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.3	S/he correctly informs about the duration of the treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.	S/he recommends the products and proposes the most suitable treatments on the basis of their cosmetological and dermatological knowledge			
2.1	S/he correctly proposes alternative treatments that involve the use of different products and manual skills or the use of technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.2	S/he demonstrates dermatological knowledge related to the treated blemish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.3	S/he proves to have cosmetological knowledge related to the imperfection treated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
3.	S/he demonstrates interpersonal skills to manage the relationship with the customer throughout the treatment			
3.1	S/he correctly fills in the customer form assuming the treatment appropriate to the characteristics and wishes of the customer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas for improvements based on identified gaps in knowledge, skills and competences:

3.2	S/he correctly informs about the duration of the treatment/ massage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Areas for improvements based on identified gaps in knowledge, skills and competences:

Title of the activity	Exercise 2: Demonstration / simulation "Face massage for Special customer"
Presentation / Description of the activity, steps	<p>This task is carried out as a simulation of the real working situation. The learner will be observed and evaluated in the ability to manage the relationship with the customer throughout the treatment agreed with the customer, in the ability to carry out the treatment in the manner and on schedule and in her ability to prepare and rearrange the work cabin using the necessary hygiene and safety techniques.</p> <p>The learner will also be assessed on the correct management of any unforeseen events or complications that may arise during the treatment. This task is done in the mother tongue, so knowledge of the foreign language is not taken into account by the demonstration indicators.</p> <p>Instructions: The learner will have to perform the facial connective tissue massage provided for the special customer (person with advanced age)</p>
Place, needed materials / equipment/ tools	<p>Place:</p> <ul style="list-style-type: none"> • Beauty Center <p>Materials needed:</p> <ul style="list-style-type: none"> • All the materials for the treatment
Time needed	1 hour

Demonstration / Simulation

Nr	Demonstration indicator and key observation points for the specific indicators	YES	NO	PARTLY
1.	S/he demonstrates interpersonal skills to manage the relationship with the customer throughout the treatment			
1.1	S/he manages the client's reception with ease and security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.2	S/he converses and entertains the client throughout the treatment considering the client's personal characteristics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.3	S/he adapts to the type of customer respecting his/her personal characteristics and behaviours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.4	S/he manages the client's leave adequately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.	S/he prepares the cabin with all the material necessary to perform the connective facial massage			
2.1	S/he creates a welcoming environment for the customer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.2	S/he prepares the disposable material and the equipment needed to perform the face massage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.3	S/he chooses the products for cleansing and manual skills correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
3.	S/he is familiar with hygiene techniques and knows how to put them into practice			

3.1	S/he recognizes and applies adequate sanitation techniques to pre-treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
3.2	S/he recognizes and applies adequate sanitation techniques during treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
3.3	S/he recognizes and applies adequate sanitation techniques for post treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
4.	S/he carries out carries out the treatment on schedule and with the correct sequences			
4.1	S/he respects the correct sequences of the face massage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
4.2	S/he respects the scheduled times of the face massage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
5.	S/he manages the unexpected events related to the client's behaviour or in reference to the complications that can arise during the face massage			
5.1	S/he manages the customer's behaviour in a calm and reassuring way and is able to deal with any unexpected events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
5.2	S/he manages the complications that may arise during treatment in a responsible, timely and competent manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				

Title of the activity	Exercise 3: Case study "Woman with marked mimic wrinkles"
Presentation / Description of the activity, steps	In this case, the learner receives the case study and has to provide explanations according to the given instructions. The case study proposed is of a woman with marked mimic wrinkles. The learner has to answer two questions.
Place, needed materials / equipment/ tools	Place: <ul style="list-style-type: none"> • At school or in a Beauty Center Materials needed: <ul style="list-style-type: none"> • The exercise
Time needed	30 min

Exercise - Woman with marked mimic wrinkles

Activity description: In this case, the learner receives the case study and has to provide explanations according to the given instructions:

“Your forty-year-old loyal client asks you for information about her facial connective tissue massage, as she notices the first signs of aging on her face, which are nothing more than a marking of mimic wrinkles.”

Instructions: find an image of a 40 years lady.

Looking at the image provided below:

Answer the following questions:

- a) Provide useful advice by analyzing possible treatment options

- b) For each recommended treatment, explain the procedure, duration and cost

Solution

Maximum score: 100 points

- a) Provide useful advice by analyzing possible treatment options (15 points)

With anti-aging we mean all treatments that can stimulate and improve the production of elastin and collagen. These proteins are essential for maintaining the firmness and firmness of the skin.

There are many variations of anti-aging treatments:

- 1) Treatments with acid

Mandelic acid

It is advisable to use it on sensitive skin because it has a fairly delicate exfoliating function. Useful for fighting acne and mild wrinkles

Glycolic acid

The exfoliating function of this acid depends on the concentration used. It is a fruit acid and is obtained from cane sugar. It is ideal for combating acne, wrinkles, stretch marks and skin spots.

Retinoic acid

So called because it derives from vitamin A; has a good exfoliating effect, able to significantly reduce skin hyperpigmentation.

- 2) Treatments based on creams

detoxifying, revitalizing, regenerating, rehydrating, restorative

- 3) Treatments that stimulate the tissues through endogenous heat

it is made up of treatments that are commonly grouped with the term radiofrequency, a technology that uses electromagnetic waves. These waves create a heat that develops deep in the tissues and stimulates the fibroblasts, the cells responsible for the production of collagen and elastin. These cells, stimulated by heat, increase the production of new collagen fibers, creating a soothing and filling effect on the skin. In practice, thanks to a deep stimulation, visible results are obtained on the surface.

- 4) Treatments that stimulate the tissues through oxygen

it is a stimulation through oxygen which is called cellular biostimulation. It has a less impactful effect in the short term than radiofrequency, but the results are more lasting over time. Oxygen is transported between the tissues thanks to Transdermal Delivery, a technology that uses electric waves to open "channels" in the pores of the skin and transport active substances (in this case precisely oxygen) through the latter.

There are several effects of oxygen conveyed between tissues:

- improves surface blood circulation;
- stimulates skin metabolism;
- helps maintain skin turgor;
- stimulates the activity of fibroblasts;

These treatments have the same purpose, that of improving the appearance of the skin by "rejuvenating it", but they work with different methods and times.

- b) For each recommended treatment, explain the procedure, duration and cost (85 points)

CADENCE: 2/3 times a week with one day off between treatments, the cost varies between 70-80 euros per session. The duration varies from 30 minutes to 1 hour
(10 points)

Case Study

Nr	Demonstration indicator and key observation points for the specific indicators	YES	NO	PARTLY
1.	S/he recommends the products and proposes the most suitable treatments based on their cosmetological and dermatological knowledge			
1.1	S/he correctly proposes alternative treatments that involve the use of different products and manual skills or the use of technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.2	S/he demonstrates dermatological and anatomical knowledge related to the treated blemish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.3	S/he proves to have cosmetological knowledge related to the imperfection treated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				

Title of the activity	Exercise 4: Test "Anatomy and cosmetology and unexpected events on facial connective tissue massage"
Presentation / Description of the activity, steps	The questions present in the following test aim to evaluate the knowledge that the learner must demonstrate to possess regarding the treatments envisaged with the type of "special customers / mature skin customer".
Place, needed materials / equipment/ tools	Place: <ul style="list-style-type: none"> • At school or in a Beauty Center Materials needed: <ul style="list-style-type: none"> • The test format
Time needed	50 min

Test

Activity description: the questions in the following test aim to evaluate the knowledge that the learner must demonstrate regarding the treatments envisaged with the type of "special customers/ mature skin customer".

Instructions: the test consists of the following questions. The expected time is 50 minutes.

ANATOMY

- 1) For each definition given, find the correct muscle from the answers given in the box:

levator upper lip muscle - lower lip depressor muscle - major zygomatic muscle - temporal muscle - mental muscle - levator wing of the nose - orbicularis muscle of the eye - pyramidal muscle of the nose - orbicular muscle of the mouth - nasal muscle - minor zygomatic muscle - procerus muscle - buccinator muscle - eyebrow corrugator muscle - levator muscle of the angle of the mouth - depressor muscle of the nasal septum

Definition:

- a) The _____ extends around the eye socket and on the upper lid.
- b) The _____ is a very small muscle that resides superior to the orbicularis muscle of the eye.
- c) The nasal group of facial muscles includes three elements: the _____, the _____ and the _____; as the name of the group to which they belong suggests, these muscles take place near the nose.
- d) The _____ extends around the oral orifice; until recently, it was mistakenly considered a sphincter.
- e) The _____ is a quadrilateral muscle, which is located on the cheek - to be precise in the anterior part of this - between the maxilla and mandible; this muscle takes part in the constitution of the lateral wall of the oral cavity.
- f) The _____-is a facial muscle located at the tip of the chin.
- g) Flat and broad, the _____ is a tripartite muscle, i.e. divided into three parts; these three parts are called medial, intermediate and lateral.
- h) _____: located on the anterior border of the zygomatic bone.

COSMETOLOGY

- 2) Lists the essential oils, to be used in the facial connective tissue massage

- 3) Indicate the effects of the essential oils you listed in the previous answer

UNEXPECTED RELATED TO CONNECTIVE FACE MASSAGE

- 1) What are the contraindications of a facial connective tissue massage?

- 2) In case of redness, tingling or skin rash, how do you intervene?

Solution

ANATOMY

- 1) For each definition given, find the correct muscle from the answers given in the box (each correct answer: 5 points = 50 points)

Answers:

- a) The *orbicularis muscle of the eye* extends around the eye socket and on the upper lid.
- b) The *eyebrow corrugator muscle* is a very small muscle that resides superior to the orbicularis muscle of the eye.
- c) The nasal group of facial muscles includes three elements: the *nasal muscle*, the *procerus muscle* and the *depressor muscle of the nasal septum*; as the name of the group to which they belong suggests, these muscles take place near the nose.
- d) The *orbicularis muscle of the mouth* extends around the oral orifice; until recently, it was mistakenly considered a sphincter.
- e) The *buccinator* is a quadrilateral muscle, which is located on the cheek - to be precise in the anterior part of this - between the maxilla and mandible; this muscle takes part in the constitution of the lateral wall of the oral cavity.
- f) The *mental* is a facial muscle located at the tip of the chin.
- g) Flat and broad, the *levator upper lip* is a tripartite muscle, ie divided into three parts; these three parts are called medial, intermediate and lateral.
- h) *Major Zygomatic Muscle*: located on the anterior border of the zygomatic bone.

COSMETOLOGY

- 2) Lists the essential oils, to be used in the facial connective tissue massage (each correct answer: 0.625 points x 24 = 15 points)
- 3) Indicate the effects of the essential oils you listed in the previous answer (each correct answer: 0.625 points x 24 = 15 points)

Answers Q. 1 and Q. 2:

1. BITTER ORANGE: anti-wrinkle eliminates toxins and renews the epidermis
2. AVOCADO: anti-aging, for dull and relaxed skin, moisturizing
3. BASIL: toning, antioxidant, lightens the complexion and gives radiance
4. CINNAMON: antioxidant, reactivates circulation, promotes cell turnover and eliminates surface dead cells
5. CEDAR: excellent anti-wrinkle, nourishing moisturizing, draining and detoxifying for the lymphatic system
6. CLOUDS: antioxidant, stimulates circulation, to be used below 1%
7. ECHINACEA: stimulates cellular activities both at the epidermal and dermal level, anti-wrinkle, for relaxed and atonic skin
8. JASMINE: protects from dehydration, nourishes the skin
9. GERANIUM: antioxidant anti-wrinkle, stimulates lymphatic circulation, good vascular tonic
10. GINKGO BILOBA: anti-aging, helps tissue renewal and atonic, aged, relaxed skin
11. JUNIPER: lightens skin spots, eliminates toxins and excess fluids
12. LAVENDER: can be combined with all essential oils, regenerates tissues and protects them from all external aggressions, soothing, stimulates lymphatic and venous circulation, relaxing
13. LEMON: prevents the imperfections of aging, lightening, lymphatic tonic

14. LIQUORICE: anti-aging and stimulating cell trophism
15. Peppermint: oxygenates the tissues, stimulates the physiological functions of the skin, tones, facilitates the elimination of toxins and firms
16. MYRTLE: good oxygenating of tissues
17. NEROLI: stimulates the processes of cell turnover and regeneration, regenerates and nourishes, tones the muscles, silky effect
18. OLIVE: emollient, protective, anti-aging that conveys well and goes well with a large number of functional substances
19. PATCHOULI: regenerates and repairs the tissues, decongestant of the skin
20. PINE: increases oxygenation, purifies and stimulates cell regeneration, very useful on the smoker's skin, nourishes, hydrates and tones
21. GRAPEFRUIT: tightens and decongests the tissues, draining
22. PINK: moisturizing, anti-aging and anti-wrinkle, keeps the skin supple, nourishes
23. ROSEMARY: toning, lightening, prevents wrinkles, oxygenates the tissues, stimulates microcirculation
24. SAGE: cell regenerator, improves circulation, facilitates the drainage of liquids and toxins, hydrates and protects

UNEXPECTED RELATED TO CONNECTIVE FACE MASSAGE

- 1) What are the contraindications of a facial connective tissue massage? (maximum 10 points)

Answer:

It cannot be practiced on injured and particularly sensitive skin or couperose, in case of use of essential oils do not expose yourself to the sun or artificial lamps.

- 2) In case of redness, tingling or skin rash, how do you intervene? (maximum 10 points)

Answer:

If they last longer or are particularly intense:

- Before starting the treatment, if you want to use essential oils, perform the essential oil allergy test. In the inner area of the forearm, apply a few drops of the product we intend to use and wait for any reaction; redness or itching. If skin changes occur, obviously the choice of product must change.
- The treatment must be suspended
- Rinse the product
- Cool the area immediately with a warm water pack
- Use of soothing moisturizers
- No sun exposure

Test

Demonstration indicator		Areas of improvement – comments from the assessor
76-100% of questions are answered correctly.		
60-75% percent of questions are answered correctly.	X	
26-59% of questions are answered correctly.		
1-25% of questions are answered correctly.		
All questions are answered incorrectly.		



MAKE-UP ACTIVITIES [BEAUTY RELATED TREATMENT]



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1.4		MAKE-UP ACTIVITIES [BEAUTY RELATED TREATMENT]	
Learning outcomes correspond to EQF			EQF 4
Learning outcome: S/he is able to apply make-up			Demonstration indicators
Knowledge	Skills	Responsibility and autonomy	
<i>S/he is able to</i>	<i>S/he is able to</i>	<i>S/he demonstrates proven ability to</i>	<i>Based on real work situations</i>
<ul style="list-style-type: none"> List types of preparations, tools and utensils used in facial beauty treatment Indicate indications and contraindications obstructing or preventing performing a beauty treatment Explain facial features and classification of face shape Recall elements of colour combination and design principles List techniques for correction of facial defects List types and techniques of make-up List cosmetic ingredients in relevant make-up products Describe techniques for correcting eyebrow shape Recall methods of styling eyelashes 	<ul style="list-style-type: none"> Choose cosmetic preparations and accessories for make-up Consider the skin and hair colour, customer's outfit and the occasion when recommending colour combination for the make-up Consider and explain the face shape and features of the customer when applying the make-up Correct defects as needed beauty treatments including face, eye, eyebrow and mouth correction Evaluate the effects of the beauty treatment Select decorative cosmetics and procedures appropriate for specific occasion (daily, occasional, fancy) 	<ul style="list-style-type: none"> Provide decorative cosmetic services, identifying the customer wishes and communicating with customers about the make-up s/he is applying, colour combination and products used Assess the effects of the treatment and make corrections and/or changes if necessary Determine treatment duration, sequencing, costs and pricing calculation, informing the customer accordingly Adapt the make-up procedure based on the individual characteristics of customers Confidently and effectively 	<ul style="list-style-type: none"> S/he informs and consults the customer about the sequences and products for make-up activities in a professional and understandable manner, also in a foreign language S/he informs the customer about costs of the make-up and its duration S/he selects cosmetic products based on skin condition, hair colour, shape of face in order to conceal the imperfections of the skin S/he informs about the colours and styling for make-up based on the customer's age and occasion (using apps and programmes for visualization of make-up where relevant) S/he informs on the effects of make-up

<ul style="list-style-type: none"> • Distinguish types of treatments for various types of customers, incl. pregnant women, seniors, cancer patients, people with intolerances, etc. • Identify ingredients in make-up products that might be potentially harmful to a customer's health and/or environment • Name digital tools (programmes, apps) used to create make-up designs or advertise for make-up services • Recall all terms related to make-up in English or any other foreign language relevant for the given country 	<ul style="list-style-type: none"> • Consider fashion trends when applying make-up • Consider fashion trends when styling eyelashes • Take into account individual characteristics and/or special needs of certain customer groups (pregnant women, seniors, people with intolerances, etc.) • Select make-up products based on their envisaged effect on the customer's health and/or environment • Employ digital tools to create make-up designs or promotion materials • Explain the key steps of the make-up procedure to the customer in English (or any other foreign language relevant for the given country) 	<p>communicate with the customer in English (or any other relevant foreign language) on make-up related issues</p>	<p>and possible mistakes in daily or evening make-up</p> <ul style="list-style-type: none"> • S/he maintains own working area (i.e. use of light, mirror, utensils, equipment etc.) in line with hygiene and safety rules before, during and after treatment • S/he applies make-up according to the face shape and skin conditions, occasion, and customer's wishes taking into account environmental issues • S/he assesses the results of make-up and applies any correction when necessary • S/he advises the customer on make-up removal and follow-up facial care taking into account individual characteristics and/or special needs • S/he selects make-up products and tools that are friendly to the customer's health and/environment
<p>Assessment tools</p>	<ul style="list-style-type: none"> • Observation • Demonstration • Evidence extracted from work / case study • Test 		

1.4 Make-up activities (beauty related treatment)

List of activities

Exercise 1. Observation

Exercise 2. Demonstration

Exercise 3. Case study

Exercise 4. Test

Title of the activity	Exercise 1. Observation
Presentation / Description of the activity steps	This task is carried out in real working surrounding; employee of the wellness centre will be observed and assessed when giving information and consultation on the make-up services to the customer, including information on the procedure of make-up, used products depending on the shape and face features as well as price. This task is carried out in mother tongue, therefore the foreign language proficiency is not taken into account by demonstration indicators. The learner is informed about the activity in advance.
Place, needed materials / equipment/ tools	Materials needed: <ul style="list-style-type: none"> • Real settings of the wellness centre
Time needed	15 min

Observation assessment template

Nr	Demonstration indicator and key observation points for the specific indicators	YES	NO	PARTLY
1.	S/he informs and consults the client about the sequences and products for make-up activities in a professional and understandable manner.			
1.1	S/he has informed what kind of products will be used for the make up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
	S/he has informed about the steps of the treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.2	S/he has informed the client in a understandable manner obeying communication and politeness rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.3	IF RELEVANT - S/he has informed and consult the client in a foreign language in a proper and understandable manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.	S/he informs the client about costs of the make-up and duration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.1	S/he has informed about costs and duration in a understandable manner obeying communication and politeness rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
3.	S/he informs about the colours and styling for makeup based on the client's age and occasion (using applications and programmes for visualization of make-up where relevant).			
3.1	S/he has informed and consulted with the client on the occasion for the make up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
3.2	S/he has explained the client about the selection of colour and style of make up in eyes area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas for improvements based on identified gaps in knowledge, skills and competences:				
3.3	S/he has explained the client about the selection of colour for skin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
3.4	IF RELEVANT S/he has explained the client about the selection of products to conceal the defects of skin / ageing processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
3.5	She / has required any additional information from the client necessary to perform the make up (occasion, allergies, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
3.6	IF APPLICABLE – S/he has used the application to demonstrate expected results of the make up and to visualise the effects to the client	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				

Title of the activity	Exercise 2. Demonstration
Presentation / Description of the activity, steps	<p>This task is carried out as a simulation of the real working situation; employee / learner of the wellness centre / or learner of the training will be observed and assessed when selecting products for evening make-up and applying a make-up (including the preparation phase and the cleaning-up afterwards). The task is carried out in mother tongue, however the employee / learner can be asked to perform some parts of the activity in a foreign language, e.g. communication with the customer when applying a make up.</p>
Place, needed materials / equipment/ tools	<p>Place:</p> <ul style="list-style-type: none"> • classroom or room where the assessment with practical elements can be carried out <p>Materials needed:</p> <ul style="list-style-type: none"> • equipment, tools and utensils for application of make-up
Time needed	45 min

Demonstration assessment template

Nr	Demonstration indicator and key observation points for the specific indicators	YES	NO	PARTLY
2.	S/he selects cosmetic products based on skin condition, hair colour, shape of face in order to conceal the imperfections of the skin.			
2.1	S/he selects the products taking into account type of skin and its condition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.2	S/he selects the colour of cosmetic products taking into account hair colour (complexion, eyes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.3	S/he considers the defects of skin when selecting cosmetic products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
3.	S/he informs about the colours and styling for makeup based on the client's age and occasion (using applications and programmes for visualization of make-up where relevant).			
3.1	S/he has informed and consulted with the client on the occasion for the make up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
3.2	S/he has explained the client about the selection of colour and style of make up in eyes area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
3.3	S/he has explained the client about the selection of colour for skin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
3.4	IF APPLICABLE – S/he has explained the client about the selection of products to conceal the defects of skin / ageing processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				

3.5	S/ has required any additional information from the client necessary to perform the make up (occasion, allergies, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
3.6	IF APPLICABLE – S/he has used the application to demonstrate expected results of the make up and to visualise the effects to the customer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
4.	S/he maintains own working area (i.e. use of light, mirror, utensils, equipment etc.) in line with hygiene and safety rules before, during and after treatment.			
4.1	S/he selected and prepared all relevant products and utensils to perform a make up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
4.2	S/he selected and prepared all relevant tools, instruments, equipment necessary to perform a make up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
4.3	S/he prepared a working place taking into account safety and hygiene rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
4.4	S/he selected a proper way of cleaning utensils, instruments, tools and equipment after the treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
5.	S/he applies make-up according to the face shape and skin conditions, occasion, and client’s wishes taking into account environmental issues.			
5.1	S/he applies the make up in a correct order: applying moisturizer; covering skin blemishes, reddening and scars; applying foundation; modelling; using powder; brushing (or correcting) eyebrows; applying eyeshadows; applying eyeliner on the upper and lower lash line; applying mascara; applying lipstick; using blush.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				

5.2	S/he applies the make up taking into account face shape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
5.3	S/he communicates in a proper and polite way with the customer when applying a make up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
5.4	IF RELEVANT: S/he communicates in a foreign language in a proper and polite way with the customer when applying a make up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
6.	She assesses the results of make-up and applies any correction if necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				

Title of the activity	Exercise 3. Case study / work assignment
Presentation / Description of the activity, steps	In this case, a learner receives a handout with a case study and has to provide explanations according to the instructions provided.
Place, needed materials / equipment/ tools	Place: <ul style="list-style-type: none"> • classroom Materials needed: <ul style="list-style-type: none"> • handout – Case study: make-up for the mature skin
Time needed	approx 25 min: preparation 15 min, presentation 10 min

Case Study

Nr	Demonstration indicator and key observation points for the specific indicators	YES	NO	PARTLY
1.	S/he informs about the colours and styling for makeup based on the client's age and occasion (using applications and programmes for visualization of make-up where relevant).			
1.1	S/he has described the selection of cosmetic products suitable for the client's age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.2	S/he has described the selection of colours based on the client's outfit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.3	S/he enumerated the apps one can use to visualize possible make-up designs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.	S/he informs on the effects of make-up and possible mistakes in daily or evening make up.			
2.1	S/he has explained the difference between daily and evening make-up and cosmetic products used in both cases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				

Title of the activity	Exercise 4. Test
Presentation / Description of the activity, steps	The learner will receive a test containing questions related to the make-up, the test covers mostly theoretical knowledge.
Place, needed materials / equipment/ tools	Place: <ul style="list-style-type: none"> • classroom Materials needed: <ul style="list-style-type: none"> • test handout
Time needed	10 min

Test

Which of the following statements are correct?

1. To remove make-up from the eyes area you can use cotton pads scrubbing eyes area.
T F
2. To remove waterproof mascara you can use oil-based cleanser.
T F
3. Cleansing milk is mostly O/W emulsion that is suitable for normal to dry skin.
T F
4. Oil cleansing is recommended for dry and combination skin.
T F
5. The product not containing any animal by-products, incl. honey, beeswax, lanolin or glycerine (a plant or animal-based product commonly found in soap) is called as non-toxic
T F
6. The product which is manufactured without being tested on animals (but it might contain some animal by-products) is called as cruelty – free
T F
7. Urea as well as diazolidyl urea substances are often used as preservatives and may trigger unpleasant burning and stinging sensations in case of very sensitive skin.
T F

Test Solution

Which of the following statements are correct?

1. To remove make-up from the eyes area you can use cotton pads scrubbing eyes area.
T F
2. To remove waterproof mascara you can use oil-based cleanser.
T F
3. Cleansing milk is mostly O/W emulsion that is suitable for normal to dry skin.
T F
4. Oil cleansing is recommended for dry and combination skin.
T F
5. The product not containing any animal by-products, incl. honey, beeswax, lanolin or glycerine (a plant or animal-based product commonly found in soap) is called as non-toxic
T F
6. The product which is manufactured without being tested on animals (but it might contain some animal by-products) is called as cruelty – free
T F
7. Urea as well as diazolidyl urea substances are often used as preservatives and may trigger unpleasant burning and stinging sensations in case of very sensitive skin.
T F

Test assessment template

Demonstration indicator S/he advises the client on make-up removal and follow up facial care.		Areas of improvement – comments from the assessor
76-100% of questions are answered correctly. At least 5 correct statements were chosen (F, T, T, T, F, T, T)		
58-70% percent of questions are answered correctly. 4 of the correct statements were chosen.	Threshold	
43-57% of questions are answered correctly. 3 of the correct statements were chosen.		
15-42% of questions are answered correctly. Max 2 of the correct statements were chosen.		
All questions are answered incorrectly.		



PERMANENT MAKE-UP AND TEMPORARY DECORATIONS [BEAUTY RELATED TREATMENT]



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1.5		PERMANENT MAKE-UP AND TEMPORARY DECORATIONS[BEAUTY RELATED TREATMENT]	
Learning outcomes correspond to EQF			EQF 4
Learning outcome: S/he is able to apply permanent make-up and temporary decorations.			Demonstration indicators
Knowledge	Skills	Responsibility and autonomy	
<i>S/he is able to</i>	<i>S/he is able to</i>	<i>S/he demonstrates proven ability to</i>	<i>Based on real work situations</i>
<ul style="list-style-type: none"> List different techniques of permanent and temporary make-up. Remember methods for eyelash extension and lifting. List biological substances for temporary decoration Identify the side effects of eyelash extensions (adhesive glue used can cause allergic reactions, eye infections). Distinguish types of treatments for various types of customers, incl. pregnant women, seniors, cancer patients, people with intolerances, etc. 	<ul style="list-style-type: none"> Select appropriate techniques including indications and contraindications for permanent make-up. Consider fashion trends when applying false eyelashes. 	<ul style="list-style-type: none"> Provide permanent or temporary make-up services, identify the customer wishes and communicate with customers about the makeup procedure, colour combination and products used. Apply fake eyelashes in accordance with the customer's needs and wishes. Assess the effects of the treatment and make corrections and/or changes if necessary. Determine treatment duration, sequencing, costs and pricing calculation, informing the customer in advance. 	<ul style="list-style-type: none"> S/he transmits information to customers about different permanent make-up options and trends in eyelash extensions through a website. S/he manages the pre-treatment interview by carrying out a visagism test, justifying the design of the corrections to the customer, selecting the color according to the treatment area (eyes, eyebrows, lips) and the customer's tastes and wishes. S/he manages the documentation of the informed consent and the customer file in the first interview. S/he explains to the customer the general and specific hygiene and prevention measures that can

			<p>be used against any pandemic (for example: Covid-19, others) in micropigmentation and eyelash extensions services.</p> <ul style="list-style-type: none"> • S/he proposes and applies to the customer changes in density, shape and colour to eyebrows and eyelashes, applying tinting / henna techniques and laminating eyebrows, and lifting or curling eyelashes. • S/he explains to the customer the different designs of eyelash extensions that can be applied and selects the most suitable for their physiognomy and type of eye. • S/he advises the customer on micropigmentation and eyelash extensions post-treatment care. • S/he conducts a customer quality survey taking into account the parameters that define the quality of service.
<p>Assessment tools</p>	<ul style="list-style-type: none"> • Observation • Demonstration • Evidence extracted from work / case study • Test 		

1.5 PERMANENT MAKE-UP AND TEMPORARY DECORATIONS [BEAUTY RELATED TREATMENT]

List of activities

Exercise 1: Observation “Information and communication to the customer and quality control.”

Exercise 2: Demonstration “Performs eyebrow design for micropigmentation / microblading.”

Exercise 3: Observation “Management of documentation.”

Exercise 4: Case study / work assignment “Eyelash extensions- Eye Styling for different eye shapes.”

Exercise 5: Test “Describes the contraindications and indications before and after treatment.”

Title of the activity	Exercise 1: Observation “Information and communication to the user and quality control.”
Presentation / Description of the activity steps	<p>This task is carried out in a real work environment. The situation is the following: the learner, with the approval of the trainers of the beauty center, creates a web page to inform the audience and give visibility to the center. The information has to include extensive information: types of services, processes, advantages, prices, stipulated times, other considerations to take into account such as the specific hygiene and prevention measures, the company logo, location, opened hours, contact form, request for appointments, photos of the room, results that you can obtain through your own photographs. It will also include a quality survey that will be sent to the customers who have visited the beauty center for the first time. This task is performed in the mother tongue, so the demonstration indicators do not consider knowledge of the foreign language. However, you can consider ICT skills.</p>
Place, needed materials / equipment/ tools	<p>Place:</p> <ul style="list-style-type: none"> ● In the workplace <p>Materials needed:</p> <ul style="list-style-type: none"> ● PC or tablet ● Internet connection ● Google account ● Google “sites” application ● Google “forms” application
Time needed	4 hours

Observation

Nr	Demonstration indicator and key observation points for the specific indicators	YES	NO	PARTLY
1.	S/he transmits information to customers about different permanent make-up options and trends in eyelash extensions through a website.			
1.1	S/he prepares a list with different permanent make-up services and eyelash extensions that are performed in the salon and synthesises the most relevant information for potential customers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.2	S/he Prepare the subpages with the different sections and spaces to display the information with an aesthetic consistent with the spirit of the company.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.3	S/he distributes the information in a coherent way within the format of the page and its sections, showing truthful information and photographs of its own creation or free license.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.4	S/he checks that all the elements mentioned in the task have been entered on the web page: type of services, processes, advantages, stipulated times, prices, specific hygiene and prevention measures, company logo, location, opening hours to the public, contact, request for appointments, photographs of the beauty salon and the most relevant jobs or services, a quality survey for customers who have visited the beauty centre for the first time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.	S/he conducts a customer quality survey taking into account the parameters that define the quality of service.			
2.1	S/he easily accesses the forms program, customizes, and configures the form.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				

2.2	S/he asks a minimum of 10 significant questions about the quality of the service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.3	S/he adds multimedia content to the form.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.4	S/he sends the forms via email to new customers and reviews the results of the responses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				

Title of the activity	Exercise 2: Demonstration “Performs eyebrow design for micropigmentation / microblading.”
Presentation / Description of the activity, steps	<p>This task is carried out in a real work environment. It is about making a visages design for a potential eyebrow customer, with some anomaly (for example: missing half an eyebrow or an eyebrow due to an accident; eyebrows with a very marked asymmetry between them). The learner has to design the shape of the eyebrows that best suits the harmony of the face. Learners must make a design following the steps indicated in the templates, on a real customer or on a photograph of the customer enlarged to real size. In the case of a photograph, it must be taken with the person in front of you and with the hair pulled from the face and without makeup.</p> <p>In a real customer, it is important to take a photo before and after the design to show the change.</p> <p>Safety and hygiene measures will be always maintained when working with real customers.</p>
Place, needed materials / equipment/ tools	<p>Place:</p> <ul style="list-style-type: none"> • In the workplace <p>Materials needed:</p> <ul style="list-style-type: none"> • In case of a real model: • A dressing table with a mirror, a side table, a makeup chair, a ring of light or good lighting, and a camera to show the before and after of the design. • To clean the area and the excess of pencil we will need cotton swabs, cotton pads, tissues, non-greasy makeup remover and a pedal-operated bin with a lid. • To make the design we must have eyebrow pencils with a varied range of brown colors and also some whites. To help us with the design and check the measurements of the design we can use a caliper, a ruler or a compass, intended for the design of eyebrows. • In case of making the design on paper: • A Pc or tablet and a printer to print the photograph or a template on paper. It is possible to use a tablet with a 3D design program. • A pencil, an eraser, a pencil sharpener, a ruler, a Rotring-type fine tip pen and a table with a chair to draw.
Time needed	<ul style="list-style-type: none"> • Preparation of the material and work area: 10 min. • Realization and development of eyebrow design individually (including the initial photo): 30 min. <p>Presentation of the results, including the final photo: 10 min.</p>

Demonstration / Simulation

Nr	Demonstration indicator and key observation points for the specific indicators	YES	NO	PARTLY
1.	Demonstration indicator: S/he manages the pre-treatment interview by carrying out a visages test, justifying the design of the corrections to the customer, selecting the color according to the treatment area (eyes, eyebrows, lips) and the customer's tastes and wishes.			
1.1	S/he begins advising the customer through a real-size photo of the entire face. S/he makes the eyebrow design that best suits the customer's physiognomy (this is in case the customer cannot attend the beauty salon due to pandemic restrictions and it is done through email).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.2	S/he prepares the working area by placing the chair in front of the mirror and preparing the necessary tools to carry out the visages test, taking into account the safety and hygiene measures protocol.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.3	S/he accommodates the customer in the armchair in front of the mirror and makes the design of the eyebrows, marking with the brown eyebrow pencil the shape of the eyebrow that best suits the harmony of the face, considering the measurements of safety and hygiene protocol throughout the process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.4	S/he evidences the change and the proposed improvement through the photographs: one at the beginning with the natural face and another at the end with the design made.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.	Demonstration indicator: S/he explains to the customer the general and specific hygiene and prevention measures that can be used against any pandemic (for example: Covid-19, others) in micropigmentation and eyelash extensions services.			
2.1	S/he checks through the request for a prior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	appointment on the website that the customer meets the prerequisites of the protocol and has been given an appointment to go to the beauty salon.			
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.2	S/he informs the customers about the actions to do at the reception and in the treatment room.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.3	S/he explains to the customer the information they should have about the risks and complications that can occur after treatment in this situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				

Title of the activity	Exercise 3: Observation “Management of documentation.”
Presentation / Description of the activity, steps	<p>This task is carried out in a real work environment. The function is to improve the digital dexterity of the learner.</p> <p>The learner must prepare a customer file for data collection during the interview, as well as the presentation of the budget and the agreement for the subsequent performance of micropigmentation.</p> <p>The learner will design a customer file on their computer, inserting the relevant data made using tables. You can also use other artistic elements that the learner already knows and knows how to handle. It can be completed by adding drawings / schemes (of eyebrows, lips, eyes, others). Print the final document for your evaluation.</p> <p>This task is performed in the mother tongue, so the demonstration indicators do not consider knowledge of the foreign language. However, you can consider ICT skills.</p>
Place, needed materials / equipment/ tools	<p>Place:</p> <ul style="list-style-type: none"> ● In the workplace <p>Materials needed:</p> <ul style="list-style-type: none"> ● PC or tablet ● Internet connection (it is advisable but not essential) ● Microsoft Word or similar programs that work with tables. ● Paper and pencils or pens. ● A copy of the template sample.
Time needed	2 hours

Observation

Nr	Demonstration indicator and key observation points for the specific indicators	YES	NO	PARTLY
1.	S/he manages the documentation of the informed consent and the customer file in the first interview.			
1.1	S/he creates a digital customer file (Microsoft Word or any other program) that can also be printed, adding a header with the company logo and a footer with the contact information (address, phone, email).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.2	S/he makes a diagram with the most relevant data that should go inside the file, generating a table per section.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.3	S/he designs and distributes the information in rows and columns with a border format, background or highlight colour, font size, typeface, or watermark that harmonizes with the colours of the brand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.4	S/he includes in the document the personal data of the customer, the sending center, the data of prior consultation, visages test, allergy test, possible applications: eyes, eyebrows, lips, capillary, areolas, colour corrections, others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.5	S/he generates the budget documents and informed consent, with the same design features as above.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				

Title of the activity	Exercise 4: Case study “Eyelash extensions- Eye Styling for different eye shapes”
Presentation / Description of the activity, steps	<p>In a real work situation, the learner must guide the customer on the best style of eyelash extensions. The advice is made through email / web forum through a photograph or simply through the explanation provided by the customer. To provide the answer, the learner will consider the different types of eyes that exist (round eyes, drooping, separated, etc.), and will advise and argue the style of extensions that best suits each type of eye. Moreover, the learner will suggest what type of organic or ecological pigments and cosmetics should be used to perform the extensions. The learner shall also advise the customer on the aftercare in the application of eyelash extensions.</p>
Place, needed materials / equipment/ tools	<p>Place:</p> <ul style="list-style-type: none"> • In the workplace <p>Materials needed:</p> <ul style="list-style-type: none"> • PC or tablet • Internet connection
Time needed	45-60 min

Case Study

Nr	Demonstration indicator and key observation points for the specific indicators	YES	NO	PARTLY
1.	Demonstration indicator: S/he explains to the customer the different designs of eyelash extensions that can be applied and selects the most suitable for their physiognomy and type of eye.			
1.1	S/he generates the advisory response through the email/ web forum and explains individually to each customer the type of eyelash extension most suitable for their eye shape, explaining the desired result.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.2	S/he explains a second option detailing the differences with the first option by increasing or decreasing the volume of eyelashes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.3	S/he recommends the best organic or ecological pigments and cosmetics to perform the eyelash extension.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
1.4	S/he adds photos or multimedia images to enhance the information.			
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.	Demonstration indicator: S/he advises the customer on micropigmentation and eyelash extensions post-treatment care.			
2.1	S/he generates the response through email / web forum providing relevant information on the care and maintenance of the services proposed in each case.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				
2.2	S/he adds photos or multimedia files to enhance the information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas for improvements based on identified gaps in knowledge, skills and competences:				

Title of the activity	Exercise 5: Test “Describes the contraindications and indications before and after treatment”.
Presentation / Description of the activity, steps	The trainer will evaluate the learner’s knowledge about the indications and contraindications of the treatments through a test. Development: The learner individually carries out the questionnaire.
Place, needed materials / equipment/ tools	Place: <ul style="list-style-type: none"> • In the workplace Materials needed: <ul style="list-style-type: none"> • PC or tablet • Paper and pen
Time needed	30 min.

Test Written Exercise

1. With a marker, underline the diseases that are considered temporary contraindications.
Hemophilia. Warts Chemotherapy. Herpes simplex. Conjunctivitis. Melanomas Diabetes.
Urticaria. Psychological disorders. Sunburn. Pregnancy.
2. With a marker, underline the diseases that are considered total contraindications.
Menstruation. Impetigo. Take sleeping pills. Allergic reaction to pigments. Psoriasis. Keloids.
Chronic pathologies. HIV. Immune weakness. Non-stabilized scars.
3. With a marker, underline the diseases that are considered contraindications under medical supervision.
Diabetes. Herpes simplex. Moles. Local dermatitis. Heart disease. Bulgins angiomas. HIV.
Undiagnosed skin lesions. Aesthetic medical infiltrations.

4. Name six risks or complications that can occur as a result of micropigmentation.

5. What indications prior to treatment should be taken into account 24 h before a micropigmentation?

6. List the general care that should be taken into consideration after the micropigmentation treatment.

7. What process can a micropigmentation treatment be reversible through?

Test Solution

1. With a marker, underline the diseases that are considered temporary contraindications.
 - Chemotherapy; Herpes simplex; Conjunctivitis; Sunburn; Pregnancy
2. With a marker, underline the diseases that are considered total contraindications.
 - Impetigo; Allergic reactions to pigments; Keloids; Psoriasis.
3. With a marker, underline the diseases that are considered contraindications under medical supervision.
 - Diabetes; Heart disease; HIV; Undiagnosed skin lesions.
4. Name six risks or complications that can occur as a result of micropigmentation.
 - Local bacterial, fungal or viral infection.
 - General infection: hepatitis (HBV, HCV), syphilis, HIV, tetanus.
 - Allergy, contact dermatitis, skin reactions.
 - Herpes simplex in lip treatments.
 - Hemorrhage.
 - Pathological scars.
5. What indications prior to treatment should be taken into account 24 h before a micropigmentation?
 - 24 hours before try not to take:
 - Exciting: tea, coffee, caffeinated soft drinks, or substances with exciting components.
 - Vasodilators and anticoagulants: Alcohol, acetylsalicylic acid, etc.
6. List the general care that should be taken into consideration after the micropigmentation treatment.
 - For 7 days after treatment:
 - Daily hygiene: clean the area gently with single-dose physiological saline and sterile gauze.
 - Apply dry cold: the first two days for an application time of 5 minutes.
 - Keep the area dry.
 - Do not attack the area: do not scratch or rub, or perform facial treatments.
 - Avoid non-specific cosmetics in the area: creams, makeup, cleansing milk, petroleum jelly, etc.
 - Food: do not take seafood, spicy or especially strong foods.
 - Avoid the sun and UVA rays.
 - Avoid saunas, swimming pools and beaches.
7. What process can a micropigmentation treatment be reversible through?
 - Micropigmentation treatment is reversible through the application of different types of Lasers.

Test assessment template

Demonstration indicator		Areas of improvement – comments from the assessor
Demonstration indicator S/he proposes and applies to the customer changes in density, shape and colour to eyebrows and eyelashes, applying tinting / henna techniques and laminating eyebrows, and lifting or curling eyelashes.		Areas of improvement – comments from the assessor
76-100% of questions are answered correctly.		
60-75% percent of questions are answered correctly.	Threshold	
26-59% of questions are answered correctly.		
1-25% of questions are answered correctly.		

Instructions: All questions correctly answered are scored with a maximum of 100 points.

Question 1: Correct question 15 points; Only two correct answers 5 points, four correct answers 10 points. Less than two correct answers do not score.

Question 2: Correct question 15 points; only three correct answers 10 points; only two correct answers 5 points. Less than two correct answers do not score.

Question 3: Correct question 15 points; only three correct answers 10 points; only two correct answers 5 points. Less than two correct answers do not score.

Question 4: Correct question 15 points; Only two correct answers 5 points, four correct answers 10 points. Less than two correct answers do not score.

Question 5: Correct question 15 points; If it is not complete, it does not score.

Question 6: Correct question 15 points; Only three correct answers 5 points, six correct answers 10 points. Less than three correct answers do not score.

Question 7: Correct question 10 points; If it is not complete, it does not score.

Annex - Profile template for the candidate of the assessment

PROFILE OF CANDIDATE IN THE FIELD OF WELLNESS AND TOURISM

NAME:	
SURNAME:	
DATE AND PLACE OF BIRTH:	
ADDRESS:	

WORK EXPERIENCE IN WELLNESS AND TOURISM SECTORS

(certifications, diplomas, references from employers; evidence provided by the candidate useful to the assessment of the competences)

EXTRA PROFESSIONAL EXPERIENCES

(please describe, as precisely as possible, the activities done and the courses attended beyond the work experience)

OTHER

(notes of the assessor to be considered for the final evaluation)

UNITS TO BE EVALUATED

(please tick relevant units)

Unit 1

Unit 2

Unit 3

Unit 4

Summary of the results from the assessment

Based on selected methods and tools of assessment, the assessor provides a feedback to the learner/ employee. In the first column, assessor writes the selected unit from the occupational standards and lists demonstration indicators, which were evaluated. In the second column, the assessor provides areas of strengths related to the specific indicator. In the third column, the assessor provides information on areas of improvements: weaknesses and proposal for the personal improvement plan.

Unit		
Demonstration indicators	Areas of strengths based on assessment with use of observation, demonstration, case study and / or test.	Areas of improvements on the basis of assessment with use of observation, demonstration, case study and / or test.
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